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AUTHOR Green, Kenneth C.; And Others
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ABSTRACT

Results of the 1982 Cooperative Research Program follow-up survey of 1978 and 1980 college freshmen are presented. The Student Information Form was initially administered to students as freshmen, and the Follow-Up Survey was completed by respondents either 2 or 4 years after college entrance. Normative data are reported separately for men and women, and for eight institutional groups based on type (two-year, four-year, and university) and control (public, independent, Catholic, and Protestant). A brief narrative summary precedes the detailed statistical tables. Weighted national norms are presented on the following: highest degree working toward/held/planned; average undergraduate grade; intention to continue enrollment at current institution; changes in attendance (transfer, withdrawal, leave of absence); reasons for leaving the freshmen college; college experiences viewed as satisfactory; activities since entering school; abilities and skills acquired; plans for fall 1982; undergraduate major field; and reasons for choosing current major. Summary tables on 12-year trends in undergraduate retention and institutional retention rates are included, as is the questionnaire. (SW)

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The American College Student, 1982
National Norms for 1978 and 1980 College Freshmen

Kenneth C. Green
Alexander W. Astin
William S. Korn
Patricia P. McNamara

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THE AMERICAN COLLEGE STUDENT 1982

National Norms for 1978 and 1980 College Freshmen
Two and Four Years After Entering College

The Higher Education Research Institute
Graduate School of Education
University of California, Los Angeles

Prepared by the Staff of the
Cooperative Institutional Research Program

Kenneth C. Green
Alexander W. Astin
William S. Korn
Patricia P. McNamara

September 1983

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
of the
UNIVERSITY OF CALIFORNIA, LOS ANGELES and the AMERICAN COUNCIL ON EDUCATION

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP is now the nation's largest and longest empirical study of higher education -- involving data on some 1,300 institutions, over 5 million students, and over 100,000 faculty. To maximize the use of these data in research and training, the CIRP was transferred to the Graduate School of Education at UCLA in 1973. The annual CIRP freshman and follow-up surveys of entering freshmen are now administered by UCLA's Higher Education Research Institute, under the continuing sponsorship of the American Council on Education.

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Professor and Director

Kenneth C. Green
Associate Director

William Korn
Principal Programmer

Mary Jane Maier
Staff Coordinator

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THE AMERICAN COLLEGE STUDENT, 1982

1982 CIRP Follow-Up Survey of 1978 and 1980 Freshmen

Summary Report

This report is the first of what will be an annual series of national normative data reports on the characteristics of college students two and four years after entering college. This study is part of the research efforts of the Cooperative Institutional Research Program (CIRP), a continuing longitudinal study of the American higher education system.

The CIRP was established in 1966 by the American Council on Education. It is now based at the Graduate School of Education at the University of California, Los Angeles, under the continuing sponsorship of the American Council on Education. The principal purpose the the CIRP is to determine the effects of college on students. During the past seventeen years the normative, substantive, and methodological research has produced information pertinent to a wide range of issues in higher education.

The follow-up survey data reported here have been weighted to provide a normative picture of the full-time college population for persons engaged in policy analysis, planning, administration, educational research, guidance and counseling, as well as for the general community of students and parents. The follow-up data are based on two survey instruments: the Student Information Form (SIF) initially completed by students as freshmen, and the Follow-Up Survey (FUS), completed by respondents either two or fours years after freshman entry.

The normative data from the follow-up survey are reported separately for men and women, and for eight different institutional groupings based on type (two-year, four-year and university) and control (public, independent, Catholic, and Protestant).

The institutions that participated in the 1978 and 1980 follow-up survey were not representative of higher educational institutions in general. Consequently, the CIRP staff also sent follow-up questionnaires to a representative sample of students from all institutions that participated in the 1978 and 1980 freshman surveys. This representative sample consisted of roughly 5000 randomly selected students (half from the 1978 survey, half from the 1980 survey). The follow-up data obtained from these two samples were differentially weighted by stratification cell in order to approximate the results that would have been obtained if all entering freshman of 1978 and 1980 had participated in the 1982 follow-up. (See Astin et. al. 1978 and 1980 for details about the stratification scheme.)

In addition to reporting the national normative data, this report summarizes the results of additional analyses performed to assess student outcomes and trends in student retention.

PREDICTION OF STUDENT OUTCOMES OVER FOUR YEARS

Follow-up data obtained from the 1978 freshmen were linked with the original 1978 freshman questionnaire data to determine what student characteristics predict undergraduate GPA, student satisfaction, and student retention over four years. The entering freshman variables used in these analyses included some 50 characteristics that have been shown in earlier studies to predict various student outcomes: demographic factors (age, sex, race, parental income and education), high school grade average, and high school rank, highest degree planned, probable college major (twelve categories), student's self-assessment of preparation for college (eight categories), students' perceived need for remedial assistance (six subject areas), self-predictions for college outcomes (nine issues), place of residence during college, and major forms of financial aid (BEOG, GSL, and college grant).

The effects of these entering freshman characteristics on the three student outcome measures (college grades, retention, and satisfaction) were assessed by means of step-wise multiple regression analyses. Although college admissions test scores had significant correlations with both college grades and retention, these scores ultimately did not add anything to the prediction once we controlled for college grades, rank in class, and several demographic characteristics. Since test scores were not available for all cases, we then decided to conduct a second series of analyses omitting these scores, in order to have results based on a larger national sample (N=506).

College Grades

By far, the best predictor of college grades turned out to be high school grades (simple correlation: $r = .47$). Nonetheless, four other freshman characteristics turned out to add significantly to the prediction of college grades, raising the multiple correlation to .52. Students majoring in the arts or humanities tended to get somewhat higher college grades than would be expected from their high school grades, while engineering majors tended to get somewhat lower grades. Additionally, blacks tended to get somewhat lower grades than students in other ethnic groups, and relatively older students reported somewhat better grades than did younger students.

Several other entering freshman characteristics had significant correlations with college grades, but these correlations disappeared when high school grades and the other characteristics mentioned above were controlled. These additional variables, with their simple correlations with college grades are: high school rank

(.37), self-assessment of likelihood of getting a "B" average in college (.24), having a grant from the college (.15), self-predictions about chances of getting a BA degree in four years (.14), student's felt need for tutoring in college (-.13), and living in a private room during the freshman year (-.13).

Undergraduate Retention

In this analysis a "persister" was defined as someone who, at the time of the follow-up, either (a) had received the bachelor's degree at his/her first college; or (b) was still enrolled full-time at the first college. All other students were considered to be dropouts from the college they entered as freshmen. In these analyses we looked only at students entering four-year colleges who were also planning to complete at least a bachelor's degree (N=506).

Like many previous studies of retention, freshman characteristics predicted retention with very modest accuracy (multiple correlation = .27). Five freshman characteristics contribute independently to the prediction of retention, and each one carried roughly the same weight in the final prediction equation. These variables, together with their simple correlations with retention, are as follows: highest degree planned (.13), living in college housing during the freshman year (.12), self-estimate of chances of getting a bachelor's degree in four years (.12), plans to transfer to another college before graduating (-.12), and estimated parental income (.11). These results confirm findings from earlier studies indicating that retention during the undergraduate years is facilitated by living in a college residence hall.

Satisfaction With the Undergraduate College

Although the 1982 follow-up questionnaire contained many measures of student satisfaction with various aspects of the college experience (see below), we selected as the best single estimate of satisfaction students' answer to the following question: "If you could make your college choice over again, would you still choose to enroll at the college you entered in 1978?" Students answered on a 5-point scale: definitely yes, probably, don't know, probably not, definitely not. As was the case with the retention outcome, student satisfaction is difficult to predict with any high degree of accuracy from freshman characteristics (multiple correlation = .29). Six freshman characteristics proved to carry significant weight in the final prediction equation. In addition, the weights for each variable in the final equation were roughly equal. These variables, together with their simple correlations, are as follows: mathematical skills/preparation (.15), study habits (.14), science preparation (-.07), high school grades (.14), self-estimate of chances of dropping out of college temporarily (-.11), and Asian ethnicity (-.09). It seems reasonable that students with good high

school preparation and with good study habits would be more inclined to feel satisfied after four years of college. It is not clear, however, why the student's reported preparation in science would be negatively related to satisfaction. That Asian students feel somewhat dissatisfied with undergraduate college may indicate that such students have a difficult time adjusting to the typical undergraduate institution. Clearly, this finding warrents further study.

Despite the relatively low level of predictive accuracy reported here, it should be noted that previous research on student satisfaction has shown that the major factors influencing satisfaction are not necessarily student characteristics (grades, sex, ethnicity, parental income) but rather are institutional characteristics (institutional wealth and resources, selectivity, mission; see, for example, Astin 1978 and 1982).

INSTITUTIONAL RETENTION RATES

The following tables report the results of our follow-up survey of 1978 entering freshmen conducted in late summer and fall 1978. Representatives at each of the 566 colleges and universities that participated in the 1978 CIRP freshman survey were asked to provide some basic data on a small random sample of their 1978 freshmen: whether or not the the student obtained a bachelor's degree, how many years the student attend the college, whether or not transcripts were forwarded to another institution, and, where available, ACT or SAT scores. Although the number of students for whom data were requested varied by the size of the institution, data were requested on an average of only 4-5 students per institution to minimize the burden for any one individual institution.

The results reported here were based on 1,347 students attending the 407 four-year colleges and universities that responded to our request in time to be included in the analysis. As has been the case in several earlier follow-up studies (see, for example, Astin, 1982a), the institutions that responded did not differ significantly in terms of such characteristics as size, selectivity, geography, or entering student characteristics from those that did provide student data. Since the data reported here have been weighted to approximate the entire population of entering freshmen from fall 1978, it seems reasonable to conclude that the data reported in these tables are nationally representative.

Retention Rates

Two dicotomous measures were used to assess retention: (a) the percent of entering freshmen who had obtained a bachelor's degree by the time of the follow-up survey, and (b) the percent who had either obtained a bachelor's degree or had completed four years of undergraduate education by the time of the survey. Since these

measures are clearly not appropriate for two-year institutions, all results are reported only for students who entered four-year colleges or universities as full-time freshmen in Fall 1978.

Table 1 shows the two retention rates for four types of institutions. Using the bachelor's degree as a measure of retention, three of the four types had similar retention rates: approximately half of the students had obtained a bachelor's degree from the institution they entered as a freshman within four years. The public four-year colleges, on the other hand, had a much lower retention rate (31.1 percent). In this connection, it should be noted that freshmen entering public four-year colleges have much lower grade averages than students entering public and private universities (Astin, King, and Richardson, 1978). Since academic preparation is the strongest predictor of retention across all types of institutions, it is not surprising that public four-year colleges would have lower retention rates.

The alternative retention measure -- which includes bachelor's recipients as well as students who completed four years of college without receiving a bachelor's degree -- runs about ten percentage points higher than the first retention measure in three types of institutions. In the public universities, however, this second measure runs twenty percentage points higher. This larger difference could reflect the fact that, compared to public and private four-year colleges, public universities enroll larger proportions of students majoring in curricula that normally take at least five years to complete (architecture, engineering, and education, for example). It should be pointed out, however, that public and private universities enroll roughly equal proportions of such students (Astin, Hemond, and Richardson, 1982).

Since the longitudinal analyses (see below) indicate clearly that the student's level of academic preparation is the single most important factor in retention, we decided to recompute the retention rates shown in Table 1 by institutional selectivity level. For this purpose we attempted to divide each of the four types of institutions into different selectivity levels such that we had at least one hundred students at each institutional grouping. The results of these analyses are shown in Table 2. The results show clearly that a major correlate of an institution's retention rate is its selectivity level. Thus, the group of institutions with the highest retention rate is the highly selective private colleges, whereas the lowest retention rates occur in the least selective public and private four-year colleges. Nevertheless, it should be noted that the less selective public colleges had significantly lower retention rates than the least selective private colleges, despite the fact that the levels of preparation of the entering freshmen of these two types of institutions are comparable (Astin, King, Richardson, 1978). The explanation of these differences may be attributable to the greater propensity of students entering the private colleges to live in residence halls (see below).

Table 1

Retention Rates Over Four Years (1978-1982), By College Type

Type of College	Follow Up Sample	1978 Entering Freshman Population	Weighted *Four-Year Retention Rates: Completed Bachelor's Degree	Weighted *Four-Year Retention Rates: Completed 4 Years or Bachelor's Degree
Private 4-year colleges	591	276,638	50.5	60.9
Public 4-year colleges	208	363,201	31.1	40.4
Private universities	178	53,852	48.7	56.8
Public universities	263	317,814	47.5	68.2
Total:	1,240	1,052,522	42.8	55.7

*Estimates for entire population of first-time, full-time entering freshmen.

Table 2

Four Year (1978-1982) Retention Rates, By Selectivity Level

College Type By Selectivity	Range of Mean SAT Composite of Entering Freshmen	1978 Entering Freshman Population	Weighted *Four-Year Retention Rates	
			Completed Bachelor's Degree	Completed 4 Years or Bachelor's Degree
Private 4-year colleges				
nonselective	less than 950	100,000	37.9	50.2
moderately selective	950-1024	91,727	52.7	65.3
selective	1025-1074	64,556	58.4	64.1
highly selective	1075 or more	19,356	80.8	84.6
Public 4-year colleges				
less selective	less than 935	203,110	24.3	35.7
more selective	935 or more	160,091	39.6	46.5
Private universities				
less selective	less than 1050	42,268	42.6	53.2
more selective	1050 or more	52,601	53.6	59.6
Public universities				
less selective	less than 1100	247,461	44.2	67.3
more selective	1100 or more	70,353	58.7	71.5

*Estimates for entire population of first-time, full-time entering freshmen.

An interesting fact from Table 2 is that, with the possible exception of the public universities, the discrepancy between the two retention rates is greatest for the least selective institutions and smallest for the most selective. The less selective institutions apparently tend to have relatively large numbers of students who complete four years of undergraduate work but who fail to obtain the baccalaureate degree in four years. To know how many of these students will eventually complete a degree must await longer-term longitudinal studies.

Trends in Retention Rates

Are the rates observed in the current longitudinal survey appreciably different from those obtained in similar surveys conducted in earlier years of the CIRP program? To explore this possibility, we examined data from a similar longitudinal study conducted with the first CIRP freshman cohort, students who entered college in the fall of 1966. Because greater resources were available in this earlier survey, it utilized a much larger sample of students entering four-year colleges and universities (n=45,432). However, since the sampling and weighting procedures were very similar, the results from the two surveys should be comparable.

Table 3 compares the retention rates from the 1966-70 cohort with those of the 1978-82 cohort. It would appear that persistence rates have declined somewhat during the twelve-year interval, since both rates were lower in 1978-82 than in 1966-70. It should be mentioned that, while the first retention measure is exactly comparable, the second measure was slightly different in the earlier cohort: persisters included those with bachelor's degrees plus those who were still enrolled in their first college at the time of the four-year follow-up survey. Since this earlier measure counted those who completed four years, but did not begin a fifth year as dropouts, it is probably a more conservative measure. Thus, the true difference in retention rates on the second measure is probably slightly larger than what is shown in Table 3.

Although we can only speculate about the reason for the decline in retention rates shown on Table 3, it may well be that the widely-publicized decline in academic skills which took place between 1966 and 1978 is a major contributing factor. Results reported in the next section tend to confirm this interpretation.

Predicting Retention From Freshman Data

Table 4 shows the relationship between the student's high school grade average as reported on the entering freshman questionnaire and the probability of persisting during the four-year period. The pattern of percentages is very consistent and clear: the higher the student's reported high school grades, the greater that student's chances of persisting. Among the 1978 freshmen,

Table 3

Twelve-Year Trends in Undergraduate Retention Rates, 1966-70 to 1978-82

(Weighted[a] National Percentages for Four-year Colleges and Universities)

Undergraduate Cohort	Retention Measure: Obtained a Bachelor's Degree	Retention Measure: Obtained a Bachelor's Degree or Completed Four Years
1966-1970[b]	46.7	58.5[c]
1978-1982	42.8	55.7

[a]Estimates for entire population of first-time, full-time entering freshmen.

[b]From A. W. Astin, College Dropouts: A National Profile, ACE Research Reports, Vol. 7, No. 1, 1972.

[c]Percent who had either obtained a bachelor's degree or were still enrolled at the time of the four-year follow-up.

Table 4

Retention as a Function of High School Grades, 1966-70 and 1978-82

(Weighted[a] National Percentages for Four-year Colleges and Universities)

Average High School Grade	Obtained a Bachelor's Degree		Obtained a Bachelor's Degree or Completed Four Years	
	1966-70[b] (N=45,432)	1978-82 (N=1,321)	1966-70[b] (N=45,432)	1978-82 (N=1,321)
A or A+	66	71	75	79
A-	62	52	72	63
B+	54	47	66	60
B	48	32	60	47
B-	41	30	53	44
C+	35	23	48	47
C or lower	27	23	38	40

[a] Estimates for entire population of first-time, full-time entering freshmen.

[b] From A. W. Astin, College Dropouts: A National Profile, ACE Research Reports, Vol. 7, No. 1, 1972.

those with A or A+ averages are more than three times as likely to complete a bachelor's degree in four years as are those with C averages. Although very similar patterns were obtained with both retention measures, the fact that the percentages differ more dramatically on the first retention measure (completing a bachelor's degree in four years) suggests that this may be a purer measure of retention than the one that includes students who completed four years without obtaining a degree as persisters. The regression analyses (see below) tend to confirm this interpretation.

Although the patterns of percentages are very similar for the two cohorts, in only the top grade interval (A or A+) are the current retention rates as high as the earlier rates. Thus, in every other grade category, current retention rates are lower than earlier rates. It seems clear that these lower rates within grade intervals reflect the widely publicized "grade inflation" that has been revealed in our CIRP freshman surveys since the late 1960s. In effect, grades from A- down have been "devalued" by this inflationary process. This is not to say, of course, that grades are not valuable as predictors of the student's relative chances of persisting; rather, the absolute meaning of a given grade has changed.

Retention rates as a function of admissions test scores are shown in Table 5. ACT composite scores have been translated into SAT Verbal and Math composite scores using conversion tables developed from the 1966-70 cohort (Astin, 1971). Since not all institutions were able to provide admissions test score data, the results for the 1978-82 cohort are based on a somewhat smaller sample than was the case with results using high school grades (909 vs.. 1321). The test score results for the 1966-70 cohort are still based on a substantial sample (N=45,497). We attempted to group the test scores into intervals such that there were at least 100 cases in each interval for the 1978-82 cohort. However, two intervals -- SAT of 838-906 and 770-837 -- contained fewer than 100 cases (95 and 51 respectively).

Two things stand out in Table 5. First, the differences by test score intervals are somewhat smaller than the differences by high school grade level (Table 4). Second, and perhaps most important, is that retention rates by test score interval are not substantially lower in the 1978-82 sample than in the 1966-70 sample from twelve years earlier. Recent retention rates are somewhat higher for students with the highest scores and somewhat lower for students with the lowest scores, suggesting that admissions test scores may differentiate more sharply in terms of retention among current students than among students from the 1960s. However, the fact that retention rates are not consistently lower by test score interval suggests that, unlike the high school grades, test scores have not been devalued and are indeed comparable over time. Such a finding confirms the suspicion that the substantial decline in admissions test scores since the 1960s represents a real decline in

Table 5

Retention as a Function of College Admission Test Scores, 1966-70 and 1978-82

(Weighted[a] National Percentages for Four-year Colleges and Universities)

Admission Test Score & Interval		Obtained a Bachelor's Degree		Obtained a Bachelor's Degree or Completed Four Years	
SAT V+M Composite	ACT Composite	1966-70[b] (N=45,432)	1978-82 (N=909)	1966-70[b] (N=45,432)	1978-82 (N=909)
1216 or more	28 or more	61	68	73	80
1134-1215	26-27	52	68	67	71
1055-1133	24-25	53	56	65	73
980-1054	23-24	48	52	59	61
907-979	21-22	39	47	50	55
838-906	19-20	39	27	50	42
770-837	17-18	39	29	49	50
less than 770	less than 17	30	26	49	45

[a]Estimates for entire population of first-time, full-time entering freshmen.

[b]From A. W. Astin, College Dropouts: A National Profile, ACE Research Reports, Vol. 7, NO. 1, 1972.

academic skills, whereas the substantial increase in high school grades that occurred during the same interval represents true "grade inflation."

Given that the retention rates by test score interval are not consistently lower in the current cohort than in the earlier cohort, one might legitimately ask how it is that the overall retention rates are lower. The answer lies in the test score decline: there are substantially larger numbers of low-scoring students in the 1978-82 cohort than in the 1966-70 cohort. Thus, 39% of the current cohort score below a SAT composite of 907, compared to only 25% of the 1966-70 cohort. In other words, retention rates appear to have declined in the past dozen years in part because students are simply less well prepared academically when they enter college.

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NATIONAL NORMATIVE DATA FOR 1978 FRESHMAN STUDENTS

FOUR YEARS AFTER ENTERING COLLEGE

WEIGHTED NATIONAL NORMS FOR FRESHMAN MEN
1982 FOLLOW-UP OF FALL 1978

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Highest degree held								
None	26.9	36.5	20.5	27.1	16.9	(1)		21.2
Vocational certificate	1.3	0.0	0.0	2.1	2.6			6.1
Associate	3.5	3.5	2.6	4.2	3.9			54.5
Bachelors	67.7	60.0	76.9	64.6	76.6			18.2
Masters	0.7	0.0	0.0	2.1	0.0			0.0
Doctorate	0.0	0.0	0.0	0.0	0.0			0.0
Medical (MD,DO,DDS,DVM)	0.0	0.0	0.0	0.0	0.0			0.0
Law (JD,LLB)	0.0	0.0	0.0	0.0	0.0			0.0
Degree working toward								
None	32.5	25.3	20.6	46.2	29.9			31.3
Vocational certificate	0.8	2.5	0.0	0.0	0.0			3.1
Associate	2.8	2.5	0.0	5.1	0.0			0.0
Bachelors	35.5	39.2	35.3	33.3	31.3			59.4
Masters	16.1	15.2	26.5	10.3	16.4			6.3
Doctorate	2.7	2.5	8.8	0.0	3.0			0.0
Medical (MD,DO,DDS,DVM)	3.9	7.6	5.9	0.0	7.5			0.0
Law (JD,LLB)	5.7	5.1	2.9	5.1	11.9			0.0
Highest degree planned								
None	4.6	1.3	0.0	9.3	2.9			0.0
Vocational certificate	0.4	1.3	0.0	0.0	0.0			0.0
Associate	0.6	1.3	0.0	0.0	0.0			15.6
Bachelors	18.9	20.5	10.5	20.9	14.3			34.4
Masters	46.6	42.3	47.4	48.8	45.7			43.8
Doctorate	11.1	14.1	21.1	4.7	8.6			3.1
Medical (MD,DO,DDS,DVM)	7.2	11.5	10.5	2.3	12.9			0.0
Law (JD,LLB)	10.7	7.7	10.5	14.0	15.7			3.1
Average undergraduate grade								
A	8.4	8.7	14.3	6.3	6.2			0.0
B+ or A-	29.1	29.3	42.9	22.9	43.2			26.5
B	32.1	29.3	35.7	35.4	32.1			35.3
C+ or B-	20.3	21.7	7.1	22.9	11.1			26.5
C	8.3	7.6	0.0	10.4	7.4			11.8
C- or less	1.7	3.3	0.0	2.1	0.0			0.0
Enroll at this school again?								
Definitely yes	35.2	45.1	28.6	25.0	42.7			22.9
Probably yes	29.1	26.4	26.2	33.3	24.4			40.0
Don't know	6.1	5.5	7.1	4.2	7.3			5.7
Probably not	19.4	16.5	28.6	22.9	18.3			11.4
Definitely not	10.3	6.6	9.5	14.6	7.3			20.0

WEIGHTED NATIONAL NORMS FOR FRESHMAN MEN
1982 FOLLOW-UP OF FALL 1978

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Taken time off,withdrew,transfer								
No	66.7	67.8	73.2	58.3	68.8			48.5
Transferred	18.4	16.7	14.6	22.9	17.5			24.2
Withdrew	6.2	6.7	2.4	8.3	5.0			15.2
Leave of absence	8.6	8.9	9.8	10.4	8.8			12.1
Reasons noted as very important for leaving freshman college (2)								
Reconsider goals and plans	45.5	50.0	45.5	42.9	50.0			41.2
Changed career plans	34.4	21.4	27.3	42.9	40.0			29.4
Wanted practical experience	18.2	10.7	9.1	28.6	4.0			41.2
Didn't "fit in"	18.2	25.0	27.3	9.5	15.4			5.9
Was bored	18.8	25.0	9.1	19.0	12.0			17.6
Better academic reputation	16.2	3.6	0.0	28.6	12.0			0.0
Wanted better social life	15.6	7.1	27.3	14.3	23.1			0.0
Wanted to be closer to home	5.6	7.1	18.2	0.0	11.5			5.6
Wanted to be further from home	7.9	3.6	0.0	14.3	3.8			0.0
Good job offer	10.6	17.9	0.0	9.5	0.0			22.2
Wasn't doing well academically	17.3	21.4	18.2	14.3	15.4			11.8
Family responsibilities	12.4	3.6	9.1	14.3	12.0			5.6
Tired of being a student	12.8	18.5	9.1	9.5	11.5			17.6
For wider selection of courses	23.5	7.1	27.3	28.6	30.8			11.8
College experiences noted very satisfactory or satisfactory (3)								
Science & mathematics courses	71.3	70.5	65.9	71.4	76.9			65.7
Humanities courses	56.1	57.3	65.9	40.0	72.7			54.8
Social science courses	58.3	54.8	74.4	53.3	66.7			61.3
Courses in major	83.5	87.4	87.5	77.1	85.2			82.9
Overall quality of instruction	75.5	73.9	73.8	70.8	80.5			74.3
Laboratory facilities	59.4	53.1	54.8	64.3	64.8			74.2
Library facilities	74.4	84.6	61.0	74.5	67.9			85.3
Talk with profs about class work	70.5	67.8	77.5	59.2	84.1			76.5
Extracurricular activities	74.8	77.3	78.6	66.0	81.3			70.6
Campus social life	59.2	77.5	57.5	44.7	48.8			70.6
Rules & regulations	53.0	56.8	42.9	57.4	50.6			61.8
Tutorial help	47.5	42.9	32.3	47.4	59.7			51.7
Academic advising	39.0	34.4	34.1	37.0	42.9			42.9
Career counseling	33.7	29.8	24.3	32.6	39.7			51.5
Student housing	54.8	63.0	48.6	51.5	49.4			64.3
Financial aid services	50.0	46.6	72.2	38.7	54.5			51.9
Opp to get to know professors	60.0	48.3	65.9	52.1	76.8			63.6
Opp to attend films,concerts,etc	66.8	78.9	78.0	52.2	66.7			69.7
Job placement services	40.8	51.4	45.2	30.6	41.3			57.1
Campus health services	55.1	55.7	54.3	57.1	61.4			40.0

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	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Activities since entering school								
Enrolled in honors	43.3	35.9	61.9	41.7	53.1			17.1
Member of fraternity or sorority	29.5	30.4	21.4	18.8	35.4			17.1
Attended school part-time	21.0	19.6	11.9	25.0	20.7			31.4
Assisted on prof's research	18.1	20.7	14.3	18.8	17.1			14.3
Worked on an ind. research proj	44.2	31.5	47.6	53.2	41.5			40.0
Gotten married	10.7	6.5	2.4	20.8	4.9			20.6
Held a part-time job	46.3	39.1	61.9	33.3	64.6			25.7
Held a full-time job	20.4	15.6	21.4	25.0	20.7			25.7
Attended church regularly	31.2	27.2	23.8	37.5	24.4			31.4
Been a guest at prof's home	51.0	33.0	54.8	53.2	69.5			25.7
Participated in intercoll sports	36.5	23.9	38.1	39.6	46.3			34.3
Been lonely	41.2	39.1	45.2	41.7	47.6			28.6
Smoked cigarettes	13.2	14.0	11.9	12.5	13.6			17.1
Drunk wine, beer or liquor	66.1	66.3	66.7	62.5	64.6			71.4
Worried about paying for school	54.7	50.5	61.9	56.3	51.2			54.3
Students reporting much stronger abilities and skills								
General Knowledge	55.3	55.4	57.1	50.0	57.3			41.2
Analytical & problem-solving	40.1	35.9	42.9	43.8	45.1			25.7
Knowledge of particular field	67.6	62.0	78.6	70.8	63.0			54.5
Speaking & writing ability	25.4	12.0	21.4	31.3	30.5			17.6
Job-related skills	31.6	22.0	35.7	44.7	25.3			38.2
Religious beliefs	5.8	2.2	9.5	6.4	6.2			12.1
Preparation for graduate school	31.2	35.2	33.3	22.2	37.8			23.5
Leadership abilities	22.0	13.0	19.0	27.7	26.8			17.6
Ability to work independently	30.7	16.3	28.6	38.3	34.1			32.4
Interpersonal skills	26.8	22.8	33.3	23.9	28.0			17.6
Cultural Awareness	28.1	26.4	38.1	21.3	32.9			14.3
Committment to specific career	34.1	36.3	31.0	36.2	31.7			28.6
Tolerance of different beliefs	16.7	14.1	23.8	12.8	17.1			18.2
Confidence in academic abilities	24.7	19.6	31.0	23.4	30.5			17.1
Motivation to earn degree	26.0	26.7	31.0	25.5	27.5			35.3
Plans for fall 1982								
Attending college full-time	20.5	32.3	23.8	14.3	14.6			40.0
Attending college part-time	8.0	6.5	4.8	8.2	6.1			11.4
Attending grad/prof school	20.1	21.5	26.2	14.3	29.3			5.7
Attending voc training school	2.3	2.2	0.0	4.1	0.0			5.7
Working full-time	53.7	45.2	47.6	61.2	51.2			65.7
Working part-time	18.8	19.4	23.8	20.4	13.4			20.0
Serving in armed forces	6.6	2.2	0.0	16.3	2.4			0.0
Traveling	3.3	4.3	7.1	0.0	7.3			11.4
Doing volunteer work	3.5	2.2	7.1	2.0	7.3			2.9
Staying at home	5.9	3.2	4.8	8.2	4.9			11.4
Other (unspecified)	7.8	7.5	9.5	8.2	9.8			5.7

WEIGHTED NATIONAL NORMS FOR FRESHMAN MEN
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	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Undergraduate major field								
Arts & Humanities	13.2	8.0	11.9	19.1	12.3			2.9
Biological Science	6.7	13.6	9.5	0.0	9.9			0.0
Business	24.6	27.3	23.8	21.3	18.5			37.1
Education	1.3	2.3	0.0	0.0	1.2			2.9
Engineering	15.4	22.7	11.9	14.9	11.1			25.7
Physical Science	6.4	4.5	14.3	4.3	12.3			5.7
Professional	3.6	2.3	0.0	6.4	3.7			5.7
Social Science	13.2	9.1	16.7	6.4	24.7			0.0
Technical	7.1	3.4	4.8	14.9	3.7			11.4
Other	8.2	6.8	4.8	12.8	2.5			8.6
Undecided	0.2	0.0	2.4	0.0	0.0			0.0
Reasons noted as very important for choosing current major								
Availability of jobs	34.0	31.8	29.3	38.8	25.6			41.2
Seemed interesting	80.0	74.2	82.9	79.6	85.4			80.0
Reputation of department	21.1	16.1	22.0	18.4	35.8			17.6
Family or friends	4.7	3.5	2.4	8.2	2.5			0.0
College friends or advisor	5.0	3.4	9.8	8.2	1.2			2.9
Financial prospects	31.2	28.1	31.7	37.5	22.0			42.9
Prep for further education	33.7	34.1	42.9	30.6	42.0			26.5
Earned good grades	23.0	20.0	16.7	24.5	25.9			29.4

(1) Any percentages not reported are based on a sample too small for reliable analysis.
(2) Percentages based on those students reporting they took time off, withdrew or transferred.
(3) Students responding "can't rate" not included in these percentages.

WEIGHTED NATIONAL NORMS FOR FRESHMAN WOMEN
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	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Highest degree held								
None	25.5	29.6	12.5	33.7	18.8		14.1	19.6
Vocational certificate	2.6	0.9	0.0	4.8	1.3		1.6	4.3
Associate	3.1	1.9	2.5	6.0	1.3		0.0	47.8
Bachelors	68.1	66.7	85.0	54.2	78.8		84.4	26.1
Masters	0.7	0.9	0.0	1.2	0.0		0.0	2.2
Doctorate	0.0	0.0	0.0	0.0	0.0		0.0	0.0
Medical (MD,DO,DDS,DVM)	0.0	0.0	0.0	0.0	0.0		0.0	0.0
Law (JD,LLB)	0.0	0.0	0.0	0.0	0.0		0.0	0.0
Degree working toward								
None	47.7	42.0	58.8	45.2	46.1		52.8	56.8
Vocational certificate	2.3	3.0	5.9	1.4	2.6		1.9	2.7
Associate	3.0	1.0	0.0	5.5	2.6		3.8	5.4
Bachelors	29.6	36.0	23.5	32.9	22.4		22.6	29.7
Masters	13.3	12.0	8.8	15.1	15.8		15.1	5.4
Doctorate	1.0	1.0	0.0	0.0	1.3		0.0	0.0
Medical (MD,DO,DDS,DVM)	1.2	1.0	2.9	0.0	3.9		1.9	0.0
Law (JD,LLB)	2.0	4.0	0.0	0.0	5.3		1.9	0.0
Highest degree planned								
None	5.2	5.1	0.0	6.4	5.1		3.4	14.0
Vocational certificate	0.4	0.0	0.0	0.0	1.3		0.0	2.3
Associate	1.4	1.0	0.0	2.6	1.3		0.0	11.6
Bachelors	16.7	18.4	19.5	20.5	5.1		19.0	34.9
Masters	54.1	51.0	48.8	55.1	53.8		55.2	27.9
Doctorate	12.3	12.2	22.0	7.7	16.7		13.8	4.7
Medical (MD,DO,DDS,DVM)	3.6	2.0	4.9	3.8	6.4		5.2	2.3
Law (JD,LLB)	6.2	10.2	4.9	3.8	10.3		3.4	2.3
Average undergraduate grade								
A	9.6	6.9	13.3	5.6	14.5		10.1	8.5
B+ or A-	26.1	25.9	24.4	22.5	36.1		33.3	29.8
B	38.5	41.4	40.0	36.0	38.6		44.9	31.9
C+ or B-	19.2	19.8	15.6	25.8	8.4		10.1	21.3
C	5.4	5.2	4.4	7.9	2.4		1.4	6.4
C- or less	1.2	0.9	2.2	2.2	0.0		0.0	2.1
Enroll at this school again?								
Definitely yes	34.2	36.5	42.2	32.6	30.5		33.3	37.5
Probably yes	33.1	31.3	20.0	38.2	34.1		26.1	27.1
Don't know	4.6	3.5	4.4	3.4	6.1		8.7	8.3
Probably not	14.7	13.0	20.0	13.5	17.1		18.8	22.9
Definitely not	13.4	15.7	13.3	12.4	12.2		13.0	4.2

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	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Taken time off,withdrew,transfer								
No	63.7	66.1	66.7	55.8	66.3		73.5	52.2
Transferred	16.7	17.4	17.8	15.1	18.1		16.2	23.9
Withdrew	9.5	7.0	6.7	16.3	7.2		2.9	15.2
Leave of absence	10.0	9.6	8.9	12.8	8.4		7.4	8.7
Reasons noted as very important for leaving freshman college (2)								
Reconsider goals and plans	44.9	51.3	42.9	40.0	57.1		42.1	39.1
Changed career plans	35.7	48.7	40.0	26.8	35.7		52.6	33.3
Wanted practical experience	19.6	25.6	21.4	12.8	25.9		21.1	31.8
Didn't "fit in"	19.9	15.4	14.3	17.5	28.6		27.8	22.7
Was bored	10.0	17.9	7.1	5.0	7.4		15.8	31.8
Better academic reputation	15.4	7.7	14.3	20.0	17.9		10.5	31.8
Wanted better social life	15.3	7.7	0.0	17.5	21.4		15.8	13.6
Wanted to be closer to home	9.6	10.3	7.1	7.5	14.3		21.1	4.5
Wanted to be further from home	4.8	12.8	0.0	2.5	3.6		0.0	4.3
Good job offer	9.4	15.4	7.1	5.1	7.1		15.8	18.2
Wasn't doing well academically	17.4	15.4	21.4	22.5	7.1		5.3	18.2
Family responsibilities	16.0	15.4	14.3	17.5	21.4		10.5	9.1
Tired of being a student	10.6	10.3	21.4	7.5	18.5		15.8	14.3
For wider selection of courses	20.8	17.9	14.3	17.9	21.4		47.4	40.9
College experiences noted very satisfactory or satisfactory (3)								
Science & mathematics courses	60.1	53.6	63.6	60.0	63.8		63.8	68.2
Humanities courses	70.9	66.1	62.2	69.6	78.0		80.3	66.7
Social science courses	66.3	63.6	74.4	66.3	66.7		78.8	69.0
Courses in major	84.6	84.5	72.7	85.7	85.2		90.6	93.6
Overall quality of instruction	79.7	75.0	79.5	75.9	91.5		88.4	80.9
Laboratory facilities	67.0	62.4	89.2	67.1	66.1		68.3	66.7
Library facilities	73.7	82.6	86.7	72.7	64.6		58.0	68.1
Talk with profs about class work	78.9	69.9	75.0	77.3	91.6		88.4	74.5
Extracurricular activities	73.1	75.9	77.3	73.2	65.8		72.1	72.5
Campus social life	60.5	72.7	65.9	58.3	46.9		54.4	65.9
Rules & regulations	55.6	52.7	61.4	52.3	61.3		62.3	56.5
Tutorial help	58.8	48.8	50.0	59.4	73.4		63.9	61.1
Academic advising	44.2	27.0	34.9	45.9	59.5		66.2	47.8
Career counseling	39.7	27.1	42.1	46.5	41.7		39.1	47.7
Student housing	59.0	57.3	61.5	54.4	72.6		58.2	53.6
Financial aid services	45.0	40.2	29.4	41.5	72.7		47.4	50.0
Opp to get to know professors	64.3	45.1	70.5	60.9	85.2		91.0	72.3
Opp to attend films,concerts,etc	75.7	84.1	76.2	72.1	70.4		78.3	62.5
Job placement services	39.9	36.0	56.3	39.7	49.2		32.8	41.7
Campus health services	47.3	52.8	64.1	40.8	43.1		43.5	52.9

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	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Activities since entering school								
Enrolled in honors	31.7	25.4	40.0	25.8	43.9		46.4	31.9
Member of fraternity or sorority	21.5	27.6	31.1	18.0	7.2		33.3	14.9
Attended school part-time	18.1	13.8	31.1	20.5	18.1		17.4	23.4
Assisted on prof's research	17.3	14.7	28.9	14.6	26.5		15.9	10.9
Worked on an ind. research proj	39.5	29.3	48.9	38.6	53.0		53.6	40.4
Gotten married	10.2	9.5	11.1	9.0	10.8		14.5	23.4
Held a part-time job	53.8	55.2	63.6	41.6	68.7		65.2	46.8
Held a full-time job	16.6	10.3	22.2	22.5	15.7		11.8	13.6
Attended church regularly	42.5	29.3	33.3	50.0	41.0		53.6	52.3
Been a guest at prof's home	53.6	52.6	55.6	41.6	73.5		81.2	36.2
Participated in intercoll sports	24.9	24.1	40.0	22.7	21.7		30.4	21.3
Been lonely	54.6	62.9	75.6	40.9	62.7		55.1	34.8
Smoked cigarettes	22.3	24.1	8.9	25.8	20.7		14.5	14.9
Drunk wine, beer or liquor	54.7	63.8	60.0	47.7	51.8		55.1	43.5
Worried about paying for school	59.4	62.9	45.5	61.4	50.6		58.0	54.3
Students reporting much stronger abilities and skills								
General knowledge	54.8	54.3	62.2	48.3	63.9		60.9	50.0
Analytical & problem-solving	27.1	31.9	37.8	19.1	34.9		27.5	29.2
Knowledge of particular field	71.7	73.3	77.8	68.2	72.3		72.5	64.6
Speaking & writing ability	28.3	25.0	31.1	28.1	42.2		27.5	10.6
Job-related skills	39.5	39.7	46.7	39.8	33.7		29.0	46.8
Religious beliefs	9.5	5.4	11.1	9.2	15.9		12.1	8.5
Preparation for graduate school	28.6	21.6	42.2	25.0	40.2		33.3	12.5
Leadership abilities	26.1	23.3	31.1	23.6	28.9		33.3	20.8
Ability to work independently	35.3	34.5	44.4	31.5	42.7		43.5	27.7
Interpersonal skills	31.4	31.9	28.9	28.4	36.1		32.4	35.4
Cultural Awareness	34.2	31.9	33.3	29.2	43.4		44.9	20.8
Committment to specific career	34.1	29.8	24.4	39.3	32.5		29.0	29.2
Tolerance of different beliefs	27.4	25.2	35.6	27.3	26.5		30.4	19.1
Confidence in academic abilities	30.3	28.7	37.8	28.4	33.7		27.5	25.0
Motivation to earn degree	39.0	33.6	29.5	49.4	34.1		29.0	31.3
Plans for fall 1982								
Attending college full-time	19.5	25.0	13.3	21.3	15.7		17.4	22.9
Attending college part-time	5.7	3.4	11.1	7.9	7.2		1.4	8.3
Attending grad/prof school	10.3	8.6	13.3	6.7	20.5		13.0	2.1
Attending voc training school	2.7	1.7	0.0	4.5	0.0		5.8	4.2
Working full-time	59.6	57.8	60.0	58.4	53.0		65.2	56.2
Working part-time	21.8	23.3	17.8	24.7	21.7		15.9	27.1
Serving in armed forces	1.4	1.7	2.2	1.1	0.0		1.4	2.1
Traveling	6.7	7.8	6.7	4.5	13.3		2.9	10.4
Doing volunteer work	10.1	9.5	17.8	11.2	8.4		10.1	6.3
Staying at home	13.5	10.3	4.4	21.3	10.8		5.8	14.6
Other (unspecified)	7.9	12.1	2.2	6.7	9.6		4.3	8.3

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	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Undergraduate major field								
Arts & Humanities	15.5	17.5	11.4	8.0	28.9		16.4	6.5
Biological Science	4.1	1.8	4.5	2.3	7.2		16.4	2.2
Business	18.8	20.2	20.5	25.3	10.8		10.4	30.4
Education	13.7	14.9	6.8	18.4	8.4		10.4	13.0
Engineering	4.0	3.5	13.6	3.4	3.6		0.0	6.5
Physical Science	2.9	0.9	0.0	2.3	4.8		7.5	2.2
Professional	17.3	18.4	9.1	16.1	12.0		14.9	19.6
Social Science	15.2	13.2	25.0	12.6	21.7		19.4	6.5
Technical	1.0	0.0	0.0	2.3	1.2		0.0	4.3
Other	6.5	8.8	9.1	6.9	1.2		4.5	6.5
Undecided	1.1	0.9	0.0	2.3	0.0		0.0	2.2
Reasons noted as very important for choosing current major								
Availability of jobs	32.8	33.0	30.2	39.8	20.7		27.5	45.8
Seemed interesting	89.1	91.3	86.7	87.5	90.4		87.0	81.2
Reputation of department	28.0	34.8	31.1	23.0	31.7		17.6	29.2
Family or friends	6.9	7.8	4.7	8.1	4.8		2.9	6.5
College friends or advisor	7.5	6.1	9.5	8.1	3.6		10.3	2.1
Financial prospects	23.7	24.3	20.9	27.3	13.4		22.4	31.3
Prep for further education	29.7	26.1	31.8	30.7	32.9		32.4	41.7
Earned good grades	33.5	30.4	23.3	38.6	34.1		30.9	48.9

(1) Any percentages not reported are based on a sample too small for reliable analysis.
(2) Percentages based on those students reporting they took time off, withdrew or transferred.
(3) Students responding "can't rate" not included in these percentages.

WEIGHTED NATIONAL NORMS FOR ALL FRESHMAN
1982 FOLLOW-UP OF FALL 1978

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Highest degree held								
None	26.2	33.1	17.0	30.5	17.8	11.6	15.6	20.4
Vocational certificate	1.9	0.5	0.0	3.5	1.9	4.2	0.8	5.2
Associate	3.3	2.7	2.5	5.1	2.6	1.9	0.0	51.0
Bachelors	67.9	63.3	80.4	59.3	77.7	82.3	83.6	22.3
Masters	0.7	0.5	0.0	1.6	0.0	0.0	0.0	1.1
Doctorate	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medical (MD,DO,DDS,DVM)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Law (JD,LLB)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Degree working toward								
None	40.3	33.6	36.9	45.6	38.2	52.0	41.3	43.4
Vocational certificate	1.6	2.8	2.5	0.7	1.4	0.0	1.0	2.9
Associate	2.9	1.8	0.0	5.3	1.4	2.2	2.1	2.6
Bachelors	32.5	37.6	30.3	33.1	26.7	21.5	28.8	45.3
Masters	14.6	13.6	18.9	12.8	16.1	16.3	18.5	5.8
Doctorate	1.9	1.8	5.0	0.0	2.1	5.7	4.1	0.0
Medical (MD,DO,DDS,DVM)	2.5	4.3	4.6	0.0	5.6	0.0	1.0	0.0
Law (JD,LLB)	3.8	4.5	1.7	2.4	8.5	2.2	3.1	0.0
Highest degree planned								
None	4.9	3.2	0.0	7.8	4.0	6.9	3.8	7.2
Vocational certificate	0.4	0.6	0.0	0.0	0.7	2.5	0.0	1.2
Associate	1.0	1.2	0.0	1.3	0.7	1.9	0.0	13.6
Bachelors	17.8	19.5	14.5	20.7	9.6	10.2	20.2	34.6
Masters	50.4	46.6	48.0	52.1	49.9	58.9	53.9	35.6
Doctorate	11.7	13.2	21.5	6.2	12.7	13.8	17.3	3.9
Medical (MD,DO,DDS,DVM)	5.3	6.8	8.0	3.1	9.5	1.9	2.9	1.2
Law (JD,LLB)	8.4	8.9	8.0	8.7	12.9	3.9	1.9	2.7
Average undergraduate grade								
A	9.0	7.8	13.9	5.9	10.3	24.1	10.1	4.4
B+ or A-	27.6	27.6	34.7	22.7	39.7	20.7	27.2	28.2
B	35.4	35.3	37.6	35.7	35.3	25.4	38.0	33.5
C+ or B-	19.8	20.8	10.9	24.5	9.8	18.4	20.9	23.8
C	6.8	6.4	2.0	9.1	4.9	11.4	3.9	9.0
C- or less	1.5	2.1	1.0	2.2	0.0	0.0	0.0	1.1
Enroll at this school again?								
Definitely yes	34.7	40.8	34.6	29.0	36.8	40.5	31.2	30.4
Probably yes	31.1	28.8	23.4	35.9	29.1	35.5	27.2	33.3
Don't know	5.3	4.5	5.9	3.7	6.7	6.5	11.2	7.1
Probably not	17.0	14.8	24.8	17.9	17.7	8.8	16.8	17.4
Definitely not	11.9	11.1	11.2	13.4	9.7	8.8	13.6	11.8

WEIGHTED NATIONAL NORMS FOR ALL FRESHMAN
1982 FOLLOW-UP OF FALL 1978

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Taken time off,withdrew,transfer								
No	65.2	66.9	70.2	57.0	67.5	80.6	74.6	50.4
Transferred	17.6	17.0	16.1	18.9	17.8	15.3	16.7	24.1
Withdrew	7.9	6.8	4.3	12.5	6.1	1.8	3.2	15.2
Leave of absence	9.3	9.2	9.4	11.7	8.6	2.3	5.6	10.3
Reasons noted as very important for leaving freshman college (2)								
Reconsider goals and plans	45.2	50.7	44.2	41.3	53.6	42.7	36.4	40.1
Changed career plans	35.1	35.6	33.7	34.2	37.8	21.4	42.5	31.5
Wanted practical experience	18.9	18.5	15.1	20.2	15.1	42.7	12.2	36.5
Didn't "fit in"	19.1	20.0	20.9	13.8	22.0	45.3	34.3	14.4
Was bored	14.1	21.3	8.1	11.5	9.7	30.7	9.1	24.8
Better academic reputation	15.7	5.7	7.0	24.0	15.0	12.0	12.1	16.0
Wanted better social life	15.4	7.4	13.5	16.0	22.2	45.3	21.2	6.9
Wanted to be closer to home	7.7	8.8	12.8	4.0	12.9	0.0	18.2	5.1
Wanted to be further from home	6.3	8.4	0.0	8.0	3.7	0.0	0.0	2.2
Good job offer	10.0	16.6	3.5	7.2	3.7	21.4	15.2	20.2
Wasn't doing well academically	17.4	18.3	19.8	18.7	11.2	40.1	3.0	15.0
Family responsibilities	14.3	9.7	11.6	16.0	16.9	18.8	18.1	7.3
Tired of being a student	11.6	14.1	15.1	8.4	15.0	9.4	15.2	16.0
For wider selection of courses	22.1	12.8	20.9	22.9	26.1	42.7	39.4	26.4
College experiences noted very satisfactory or satisfactory (3)								
Science & mathematics courses	65.7	62.2	64.9	65.6	70.9	70.5	69.3	66.9
Humanities courses	63.6	61.7	64.2	55.3	75.4	74.6	78.2	61.1
Social science courses	62.4	59.2	74.4	60.0	66.7	50.0	72.2	65.3
Courses in major	84.1	86.0	80.8	81.5	85.2	81.2	91.8	88.4
Overall quality of instruction	77.6	74.5	76.3	73.5	85.8	83.9	90.5	77.6
Laboratory facilities	63.2	57.5	71.0	65.8	65.4	55.5	65.8	70.5
Library facilities	74.0	83.6	72.6	73.5	66.3	73.6	57.4	76.4
Talk with profs about class work	74.8	68.8	76.4	68.6	87.8	92.2	89.1	75.4
Extracurricular activities	73.9	76.6	78.0	69.7	73.8	75.3	77.3	71.5
Campus social life	59.9	75.2	61.3	51.8	47.9	53.3	61.7	68.2
Rules & regulations	54.3	54.8	51.0	54.8	55.8	57.8	50.5	59.1
Tutorial help	53.3	45.8	40.0	53.7	66.5	67.3	59.7	56.3
Academic advising	41.6	30.8	34.5	41.7	51.1	53.1	63.3	45.4
Career counseling	36.8	28.4	32.0	40.2	40.7	50.0	41.8	49.6
Student housing	57.0	60.1	54.3	53.1	60.3	61.0	55.2	59.6
Financial aid services	47.5	43.6	54.5	40.3	62.6	50.6	55.7	50.9
Opp to get to know professors	62.2	46.7	67.9	56.7	80.9	87.1	87.4	68.2
Opp to attend films,concerts,etc	71.3	81.5	77.2	62.8	68.5	64.5	74.4	66.2
Job placement services	40.3	43.9	50.0	35.3	45.0	42.0	33.0	49.4
Campus health services	51.0	54.2	58.7	47.9	52.4	48.0	44.0	46.7

WEIGHTED NATIONAL NORMS FOR ALL FRESHMAN
1982 FOLLOW-UP OF FALL 1978

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Activities since entering school								
Enrolled in honors	37.4	30.7	52.2	33.3	48.6	41.5	43.2	24.7
Member of fraternity or sorority	25.4	29.0	25.7	18.3	21.6	16.1	52.6	16.0
Attended school part-time	19.5	16.7	20.4	22.6	19.4	13.8	18.9	27.3
Assisted on prof's research	17.7	17.7	20.8	16.6	21.7	12.9	16.5	12.6
Worked on an ind. research proj	41.8	30.4	48.2	45.5	47.1	33.2	55.9	40.2
Gotten married	10.4	8.0	6.3	14.6	7.8	10.6	9.5	22.1
Held a part-time job	50.1	47.1	62.7	37.7	66.6	59.0	70.0	36.5
Held a full-time job	18.5	12.9	21.8	23.7	18.3	17.9	12.7	19.7
Attended church regularly	37.0	28.2	28.0	44.1	32.5	59.9	38.7	41.8
Been a guest at prof's home	52.4	42.7	55.1	47.0	71.5	47.9	78.8	31.1
Participated in intercoll sports	30.6	24.0	38.9	30.7	34.3	24.4	41.7	27.6
Been lonely	48.1	50.9	58.7	41.3	54.9	45.3	47.3	31.7
Smoked cigarettes	17.8	19.0	10.6	19.6	17.1	19.4	14.2	16.0
Drunk wine, beer or liquor	60.3	65.1	63.7	54.7	58.4	57.5	67.3	57.3
Worried about paying for school.	57.1	56.7	54.7	58.9	50.9	63.2	58.3	54.3
Students reporting much stronger abilities and skills								
General Knowledge	55.0	54.9	59.4	49.1	60.5	58.5	65.1	45.8
Analytical & problem-solving	33.5	33.9	40.6	30.7	40.1	30.3	28.7	27.5
Knowledge of particular field	69.7	67.6	78.2	69.4	67.6	69.1	72.9	59.9
Speaking & writing ability	26.9	18.4	25.7	29.6	36.2	22.0	34.8	14.0
Job-related skills	35.7	30.8	40.6	42.1	29.5	40.6	26.8	42.7
Religious beliefs	7.7	3.7	10.2	7.9	10.9	12.4	9.7	10.2
Preparation for graduate school.	29.8	28.4	37.3	23.7	39.0	31.8	37.0	17.7
Leadership abilities	24.1	18.1	24.4	25.5	27.8	25.9	31.8	19.3
Ability to work independently	33.1	25.3	35.6	34.6	38.3	34.0	41.9	29.9
Interpersonal skills	29.2	27.3	31.4	26.3	32.0	36.0	36.5	27.0
Cultural Awareness	31.2	29.1	36.0	25.5	38.0	36.8	43.3	17.7
Committment to specific career	34.1	33.1	28.1	37.9	32.1	39.2	28.4	28.9
Tolerance of different beliefs	22.2	19.6	29.0	20.5	21.7	25.5	29.1	18.7
Confidence in academic abilities	27.5	24.1	34.0	26.1	32.1	32.6	29.1	21.2
Motivation to earn degree	32.6	30.1	30.3	38.2	30.8	32.6	23.7	33.2
Plans for fall 1982								
Attending college full-time	20.0	28.7	19.1	18.0	15.1	5.5	15.5	31.2
Attending college part-time	6.8	5.0	7.6	8.0	6.7	10.9	5.4	9.8
Attending grad/prof school	15.1	15.2	20.5	10.3	25.0	16.1	14.7	3.8
Attending voc training school	2.5	1.9	0.0	4.3	0.0	1.8	3.1	4.9
Working full-time	56.7	51.4	53.1	59.8	52.1	77.4	59.7	60.8
Working part-time	20.3	21.3	21.1	22.7	17.5	14.3	14.7	23.7
Serving in armed forces	4.0	1.9	1.0	8.4	1.2	2.3	0.8	1.1
Traveling	5.0	6.0	6.9	2.4	10.2	8.3	1.6	10.9
Doing volunteer work	6.8	5.8	11.9	6.9	7.9	1.8	7.0	4.6
Staying at home	9.8	6.7	4.6	15.1	7.8	11.9	4.7	13.1
Other (unspecified)	7.8	9.8	6.3	7.4	9.7	2.3	5.4	7.1

WEIGHTED NATIONAL NORMS FOR ALL FRESHMAN
1982 FOLLOW-UP OF FALL 1978

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Undergraduate major field								
Arts & Humanities	14.4	12.8	11.7	13.3	20.5	22.1	13.4	4.7
Biological Science	5.4	7.7	7.3	1.2	8.6	1.9	10.3	1.1
Business	21.6	23.7	22.3	23.4	14.7	16.7	19.6	33.7
Education	7.7	8.6	3.0	9.7	4.8	4.2	7.1	8.0
Engineering	9.6	13.1	12.7	8.8	7.4	6.1	3.1	16.0
Physical Science	4.6	2.7	8.0	3.2	8.6	4.7	7.1	3.9
Professional	10.6	10.4	4.0	11.5	7.8	26.0	9.5	12.7
Social Science	14.2	11.1	20.3	9.7	23.2	12.2	24.4	3.3
Technical	4.0	1.7	2.7	8.2	2.5	0.0	0.0	7.8
Other	7.3	7.8	6.7	9.7	1.8	6.1	5.5	7.5
Undecided	0.7	0.4	1.3	1.2	0.0	0.0	0.0	1.1
Reasons noted as very important for choosing current major								
Availability of jobs	33.4	32.4	29.7	39.3	23.2	35.8	28.7	43.6
Seemed interesting	84.6	82.8	84.6	83.7	87.8	87.8	88.2	80.6
Reputation of department	24.6	25.6	26.1	20.8	33.8	26.4	22.2	23.7
Family or friends	5.8	5.7	3.4	8.2	3.6	6.7	1.6	3.4
College friends or advisor	6.3	4.7	9.7	8.2	2.4	7.1	5.6	2.5
Financial prospects	27.3	26.2	27.0	32.1	17.8	30.9	23.2	36.8
Prep for further education	31.7	30.1	38.0	30.6	37.5	25.8	30.2	34.4
Earned good grades	28.3	25.2	19.5	31.9	29.9	35.6	26.2	39.6

(1) Any percentages not reported are based on a sample too small for reliable analysis.
(2) Percentages based on those students reporting they took time off, withdrew or transferred.
(3) Students responding "can't rate" not included in these percentages.

NATIONAL NORMATIVE DATA FOR 1980 FRESHMAN STUDENTS

TWO YEARS AFTER ENTERING COLLEGE

WEIGHTED NATIONAL NORMS FOR FRESHMAN MEN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Highest degree held								
None	91.8	91.7	87.7	88.6	98.0	(1)		44.8
Vocational certificate	2.7	3.6	5.3	2.9	0.0			3.4
Associate	3.4	4.8	5.3	2.9	2.0			51.7
Bachelors	2.1	0.0	1.8	5.7	0.0			0.0
Masters	0.0	0.0	0.0	0.0	0.0			0.0
Doctorate	0.0	0.0	0.0	0.0	0.0			0.0
Medical (MD,DO,DDS,DVM)	0.0	0.0	0.0	0.0	0.0			0.0
Law (JD,LLB)	0.0	0.0	0.0	0.0	0.0			0.0
Degree working toward								
None	4.4	7.4	3.0	2.6	3.8			17.2
Vocational certificate	0.3	0.0	0.0	0.0	1.9			0.0
Associate	6.5	6.4	3.0	7.9	3.8			27.6
Bachelors	88.6	86.2	92.5	89.5	90.6			55.2
Masters	0.0	0.0	0.0	0.0	0.0			0.0
Doctorate	0.0	0.0	0.0	0.0	0.0			0.0
Medical (MD,DO,DDS,DVM)	0.1	0.0	1.5	0.0	0.0			0.0
Law (JD,LLB)	0.0	0.0	0.0	0.0	0.0			0.0
Highest degree planned								
None	0.3	0.0	0.0	0.0	1.9			8.0
Vocational certificate	0.0	0.0	0.0	0.0	0.0			0.0
Associate	2.4	2.2	0.0	2.8	1.9			16.0
Bachelors	26.3	36.7	21.9	19.4	21.2			40.0
Masters	41.7	35.6	37.5	55.6	30.8			28.0
Doctorate	11.8	7.8	9.4	11.1	17.3			0.0
Medical (MD,DO,DDS,DVM)	7.5	4.4	23.4	2.8	13.5			0.0
Law (JD,LLB)	10.1	13.3	7.8	8.3	13.5			8.0
Average undergraduate grade								
A	8.1	7.3	8.6	7.3	9.3			6.7
B+ or A-	19.1	22.9	20.0	12.2	27.8			13.3
B	35.9	33.3	34.3	39.0	33.3			36.7
C+ or B-	24.9	31.3	28.6	24.4	20.4			20.0
C	11.0	5.2	8.6	17.1	5.6			23.3
C- or less	1.0	0.0	0.0	0.0	3.7			0.0
Enroll at this school again?								
Definitely yes	33.6	38.5	40.0	24.4	48.1			16.7
Probably yes	28.1	38.5	30.0	19.5	26.9			43.3
Don't know	8.3	6.3	8.6	12.2	5.8			10.0
Probably not	17.8	10.4	15.7	29.3	1.9			16.7
Definitely not	12.1	6.3	5.7	14.6	17.3			13.3

WEIGHTED NATIONAL NORMS FOR FRESHMAN MEN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Taken time off,withdrew,transfer								
No	68.1	74.0	78.6	57.1	75.5			64.5
Transferred	18.9	15.6	11.4	26.2	11.3			19.4
Withdrew	4.7	0.0	1.4	9.5	3.8			6.5
Leave of absence	8.3	10.4	8.6	7.1	9.4			9.7
Reasons noted as very important for leaving freshman college (2)								
Reconsider goals and plans	40.0	37.5	13.3	44.4	64.3			36.4
Changed career plans	30.1	29.2	0.0	33.3	50.0			36.4
Wanted practical experience	14.9	16.7	13.3	16.7	14.3			18.2
Didn't "fit in"	21.2	16.7	0.0	22.2	28.6			9.1
Was bored	13.0	8.3	0.0	16.7	21.4			18.2
Better academic reputation	25.0	12.5	14.3	38.9	0.0			9.1
Wanted better social life	14.0	8.3	13.3	11.1	21.4			0.0
Wanted to be closer to home	4.3	4.2	13.3	0.0	21.4			9.1
Wanted to be further from home	3.1	0.0	0.0	0.0	14.3			9.1
Good job offer	4.7	16.7	0.0	0.0	7.1			0.0
Wasn't doing well academically	26.4	37.5	26.7	22.2	42.9			18.2
Family responsibilities	4.8	4.2	20.0	5.6	0.0			18.2
Tired of being a student	10.6	12.5	0.0	11.1	21.4			36.4
For wider selection of courses	20.1	12.5	26.7	16.7	28.6			9.1
College experiences noted very satisfactory or satisfactory (3)								
Science & mathematics courses	71.4	65.6	73.5	75.6	76.5			66.7
Humanities courses	61.5	62.5	79.4	53.7	72.0			46.2
Social science courses	55.6	55.4	57.8	50.0	57.1			45.8
Courses in major	79.9	80.4	80.9	77.5	82.7			86.7
Overall quality of instruction	75.5	78.9	85.7	66.7	74.1			73.3
Laboratory facilities	67.4	58.3	78.0	71.1	71.4			72.0
Library facilities	81.2	86.2	85.3	80.5	79.2			65.5
Talk with profs about class work	77.2	63.4	85.5	81.0	83.0			82.1
Extracurricular activities	72.5	68.8	78.3	71.4	75.5			55.2
Campus social life	57.5	75.0	58.0	48.7	46.3			59.3
Rules & regulations	51.2	53.8	55.2	48.8	53.7			37.0
Tutorial help	62.0	45.5	56.9	68.4	70.5			52.2
Academic advising	48.2	38.2	41.4	52.6	52.8			55.6
Career counseling	42.2	35.4	43.3	47.2	39.5			48.0
Student housing	58.6	56.0	57.6	54.5	61.2			33.3
Financial aid services	50.0	42.2	48.3	51.6	53.7			40.0
Opp to get to know professors	61.5	45.7	61.8	58.5	81.5			69.0
Opp to attend films,concerts,etc	71.7	87.0	78.3	61.9	66.7			60.0
Job placement services	54.6	50.0	62.2	56.3	69.0			29.4
Campus health services	67.5	69.4	62.5	70.6	65.2			43.5

WEIGHTED NATIONAL NORMS FOR FRESHMAN MEN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Activities since entering school								
Enrolled in honors	31.4	24.0	47.1	28.6	44.4			26.7
Member of fraternity or sorority	23.9	16.7	32.9	26.8	31.5			10.0
Attended school part-time	11.7	13.7	7.1	11.9	9.3			26.7
Assisted on prof's research	9.5	10.4	15.7	7.1	13.0			3.3
Worked on an ind. research proj	22.8	17.7	27.5	23.8	25.9			43.3
Gotten married	1.7	2.1	0.0	2.4	0.0			3.3
Held a part-time job	37.7	31.3	50.0	26.2	53.7			26.7
Held a full-time job	13.0	9.4	5.7	21.4	9.4			23.3
Attended church regularly	36.4	28.1	31.4	38.1	32.1			26.7
Beer a guest at prof's home	37.4	16.7	35.7	40.5	57.4			26.7
Participated in intercoll sports	27.1	22.9	35.7	19.0	38.9			26.7
Been lonely	43.3	40.6	52.9	35.7	49.1			26.7
Smoked cigarettes	11.0	11.5	5.9	11.9	11.1			20.0
Drunk wine, beer or liquor	56.8	61.5	64.3	50.0	59.3			63.3
Worried about paying for school	58.4	55.2	68.6	54.8	53.7			63.3
Students reporting much stronger abilities and skills								
General knowledge	39.1	37.5	47.1	42.9	35.8			35.5
Analytical & problem-solving	26.6	29.5	27.1	31.0	22.6			22.6
Knowledge of particular field	56.8	53.1	50.0	61.9	52.8			64.5
Speaking & writing ability	18.8	12.5	13.0	21.4	28.3			19.4
Job-related skills	20.3	23.2	17.4	19.0	23.5			41.4
Religious beliefs	9.0	6.3	10.3	9.5	9.4			0.0
Preparation for graduate school	25.5	20.0	27.1	29.3	28.8			19.4
Leadership abilities	19.6	9.4	17.1	31.0	22.6			6.5
Ability to work independently	29.6	22.9	34.3	35.7	24.5			22.6
Interpersonal skills	18.8	12.5	17.1	26.8	17.0			9.7
Cultural Awareness	24.2	15.6	22.9	26.2	41.5			12.9
Committment to specific career	23.5	21.9	25.7	23.8	24.5			41.9
Tolerance of different beliefs	18.7	12.6	13.0	22.0	20.8			12.9
Confidence in academic abilities	22.8	24.0	18.6	26.2	22.6			16.1
Motivation to earn degree	32.0	29.2	25.7	45.2	18.9			32.3
Plans for fall 1982								
Attending college full-time	85.3	93.8	92.9	76.2	83.3			54.8
Attending college part-time	3.8	3.1	2.9	4.8	3.7			9.7
Attending grad/prof school	1.8	2.1	1.4	2.4	1.9			3.2
Attending voc training school	0.5	1.0	0.0	0.0	0.0			0.0
Working full-time	12.7	5.2	7.1	23.8	9.3			32.3
Working part-time	38.3	45.8	42.9	23.8	46.3			32.3
Serving in armed forces	6.7	1.0	1.4	16.7	3.7			3.2
Traveling	4.2	5.2	5.7	0.0	5.6			9.7
Doing volunteer work	4.0	5.2	8.6	0.0	3.7			0.0
Staying at home	4.5	7.3	2.9	4.8	1.9			3.2
Other (unspecified)	7.9	2.1	5.7	14.3	9.3			9.7

WEIGHTED NATIONAL NORMS FOR FRESHMAN MEN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Undergraduate major field								
Arts & Humanities	8.7	9.4	7.2	2.4	15.1			20.0
Biological Science	8.9	5.2	14.5	9.5	9.4			0.0
Business	22.7	22.9	20.3	21.4	13.2			13.3
Education	3.5	7.3	2.9	2.4	0.0			3.3
Engineering	18.3	18.8	23.2	21.4	17.0			26.7
Physical Science	7.9	4.2	10.1	7.1	17.0			3.3
Professional	4.3	4.2	1.4	7.1	0.0			6.7
Social Science	11.7	9.4	14.5	11.9	17.0			3.3
Technical	2.9	5.2	0.0	2.4	1.9			13.3
Other	10.2	10.4	4.3	14.3	9.4			6.7
Undecided	1.0	3.1	1.4	0.0	0.0			3.3
Reasons noted as very important for choosing current major								
Availability of jobs	33.2	33.0	39.7	35.7	20.4			40.0
Seemed interesting	79.9	81.9	79.7	73.8	90.7			83.3
Reputation of department	24.6	18.3	32.4	23.8	35.2			26.7
Family or friends	4.6	4.3	1.5	4.8	5.6			10.0
College friends or advisor	2.2	1.1	2.9	2.4	3.7			0.0
Financial prospects	37.6	34.0	34.8	47.6	28.3			48.4
Prep for further education	30.5	25.3	39.1	33.3	33.3			13.8
Earned good grades	32.2	25.5	27.5	42.9	25.9			26.7

(1) Any percentages not reported are based on a sample too small for reliable analysis.
(2) Percentages based on those students reporting they took time off, withdrew or transferred.
(3) Students responding "can't rate" not included in these percentages.

WEIGHTED NATIONAL NORMS FOR FRESHMAN WOMEN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Highest degree held								
None	90.8	92.6	93.9	91.8	91.1	86.1	82.0	46.7
Vocational certificate	3.5	3.2	2.0	4.1	2.5	8.3	1.6	4.4
Associate	2.9	2.1	0.0	1.4	3.8	2.8	11.5	48.9
Bachelors	2.2	2.1	4.1	1.4	2.5	0.0	4.9	0.0
Masters	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Doctorate	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medical (MD,DO,DDS,DVM)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Law (JD,LLB)	0.7	0.0	0.0	1.4	0.0	2.8	0.0	0.0
Degree working toward								
None	4.7	4.7	3.6	5.1	3.4	2.4	7.4	12.2
Vocational certificate	1.1	0.9	1.8	1.3	0.0	2.4	1.5	0.0
Associate	7.2	4.7	5.5	11.4	3.4	4.9	5.9	24.4
Bachelors	84.2	86.9	81.8	81.0	90.8	85.4	80.9	63.4
Masters	2.1	1.9	3.6	1.3	2.3	4.9	2.9	0.0
Doctorate	0.2	0.9	0.0	0.0	0.0	0.0	0.0	0.0
Medical (MD,DO,DDS,DVM)	0.2	0.0	3.6	0.0	0.0	0.0	0.0	0.0
Law (JD,LLB)	0.1	0.0	0.0	0.0	0.0	0.0	1.5	0.0
Highest degree planned								
None	1.2	1.0	0.0	1.3	1.2	2.5	1.5	0.0
Vocational certificate	0.6	0.0	0.0	1.3	0.0	0.0	1.5	0.0
Associate	2.0	1.9	1.8	1.3	1.2	5.0	4.6	15.0
Bachelors	30.0	33.7	21.1	31.6	21.2	30.0	32.3	42.5
Masters	45.2	43.3	52.6	48.1	45.9	40.0	35.4	37.5
Doctorate	11.3	12.5	14.0	8.9	18.8	5.0	9.2	2.5
Medical (MD,DO,DDS,DVM)	4.4	4.8	7.0	2.5	4.7	7.5	6.2	0.0
Law (JD,LLB)	5.3	2.9	3.5	5.1	7.1	10.0	9.2	2.5
Average undergraduate grade								
A	7.2	7.9	10.2	4.9	6.8	14.3	8.6	6.5
B+ or A-	29.3	24.6	32.2	29.3	36.4	26.2	32.9	30.4
B	33.4	34.2	30.5	32.9	34.1	28.6	37.1	30.4
C+ or B-	22.2	25.4	16.9	23.2	18.2	26.2	15.7	8.7
C	6.8	6.1	10.2	8.5	3.4	4.8	5.7	23.9
C- or less	1.1	1.8	0.0	1.2	1.1	0.0	0.0	0.0
Enroll at this school again?								
Definitely yes	31.4	29.7	44.1	28.0	28.4	39.0	38.9	34.0
Probably yes	31.2	34.2	27.1	30.5	33.0	24.4	30.6	36.2
Don't know	6.8	9.0	6.8	3.7	6.8	12.2	9.7	10.6
Probably not	19.5	18.0	10.2	23.2	20.5	19.5	15.3	12.8
Definitely not	11.0	9.0	11.9	14.6	11.4	4.9	5.6	6.4

WEIGHTED NATIONAL NORMS FOR FRESHMAN WOMEN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Taken time off,withdrew,transfer								
No	71.4	68.8	74.1	72.0	68.2	83.3	72.2	66.7
Transferred	18.6	22.3	13.8	15.9	21.6	14.3	20.8	15.6
Withdrew	4.0	2.7	1.7	4.9	8.0	0.0	2.8	11.1
Leave of absence	6.0	6.3	10.3	7.3	2.3	2.4	4.2	6.7
Reasons noted as very important for leaving freshman college (2)								
Reconsider goals and plans	47.8	40.0	56.3	52.2	51.9	28.6	50.0	46.7
Changed career plans	36.0	31.4	50.0	34.8	50.0	28.6	26.3	12.5
Wanted practical experience	25.4	20.0	25.0	31.8	22.2	28.6	22.2	25.0
Didn't "fit in"	22.6	14.3	25.0	26.1	25.0	0.0	38.9	6.3
Was bored	14.8	11.4	18.8	21.7	3.7	14.3	11.8	6.3
Better academic reputation	28.3	25.7	13.3	39.1	29.6	0.0	11.1	6.3
Wanted better social life	20.9	17.1	0.0	30.4	17.9	28.6	11.1	18.8
Wanted to be closer to home	11.9	11.4	12.5	8.7	17.9	42.9	5.3	12.5
Wanted to be further from home	1.4	2.9	0.0	0.0	3.7	0.0	0.0	6.3
Good job offer	9.1	8.6	18.8	8.7	3.8	0.0	16.7	6.3
Wasn't doing well academically	20.9	17.1	25.0	26.1	15.4	14.3	20.0	18.8
Family responsibilities	16.7	8.8	43.8	21.7	14.8	0.0	10.5	6.3
Tired of being a student	5.9	5.7	0.0	4.3	14.8	0.0	5.9	6.3
For wider selection of courses	26.2	22.9	0.0	26.1	40.7	28.6	33.3	25.0
College experiences noted very satisfactory or satisfactory (3)								
Science & mathematics courses	64.0	64.2	69.0	61.3	62.7	66.7	70.3	58.5
Humanities courses	69.6	75.0	75.0	60.0	78.0	73.7	71.0	52.6
Social science courses	67.4	69.6	72.5	63.4	69.9	70.0	67.2	66.7
Courses in major	82.0	83.5	87.5	78.8	80.7	82.9	88.1	81.4
Overall quality of instruction	73.3	72.8	87.9	65.9	73.9	88.1	83.3	80.9
Laboratory facilities	65.0	63.2	74.5	64.1	68.6	37.1	79.6	66.7
Library facilities	76.6	92.9	82.8	68.3	65.9	71.4	76.4	72.3
Talk with profs about class work	78.4	69.6	87.9	76.5	86.2	85.7	87.5	73.9
Extracurricular activities	70.1	67.0	75.4	65.8	77.6	68.3	81.4	62.5
Campus social life	60.9	70.3	75.4	51.9	61.2	55.0	60.0	55.0
Rules & regulations	58.6	61.3	77.2	52.6	65.1	51.2	56.3	54.5
Tutorial help	62.0	56.5	70.5	56.3	66.2	73.5	81.1	64.7
Academic advising	51.3	38.9	54.5	52.0	57.5	55.3	69.6	61.4
Career counseling	47.8	41.4	56.0	45.1	53.5	60.6	55.6	51.2
Student housing	54.4	59.0	61.5	38.7	66.7	74.2	60.6	40.7
Financial aid services	48.4	46.2	46.7	44.3	54.2	60.5	53.2	61.8
Opp to get to know professors	62.1	46.4	66.7	59.3	77.3	76.2	83.3	62.2
Opp to attend films,concerts,etc	79.3	85.5	89.7	71.8	79.5	70.7	87.3	47.5
Job placement services	48.6	42.3	63.9	41.0	54.0	50.0	65.0	56.7
Campus health services	53.0	63.0	62.7	46.8	51.3	41.9	47.0	50.0

WEIGHTED NATIONAL NORMS FOR FRESHMAN WOMEN
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	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Activities since entering school								
Enrolled in honors	25.6	27.2	40.7	19.5	29.5	21.4	30.6	19.1
Member of fraternity or sorority	17.7	20.2	32.2	12.2	18.2	4.8	27.8	4.3
Attended school part-time	16.3	17.5	13.6	19.5	13.8	7.1	11.1	36.2
Assisted on prof's research	10.9	13.2	11.9	11.0	8.0	11.9	6.9	10.6
Worked on an ind. research proj	22.8	14.9	16.9	27.2	24.1	26.2	29.2	40.4
Gotten married	2.5	4.4	5.1	2.5	0.0	0.0	0.0	10.6
Held a part-time job	43.4	41.6	61.0	29.6	54.5	52.4	67.6	31.9
Held a full-time job	13.5	12.4	15.5	20.0	8.0	4.8	4.2	19.6
Attended church regularly	41.1	29.2	30.5	46.3	33.3	73.8	52.8	53.2
Been a guest at prof's home	34.0	30.7	35.6	24.4	55.7	23.8	55.6	17.0
Participated in intercoll sports	19.0	14.9	11.9	18.3	20.9	28.6	29.6	17.0
Been lonely	50.9	55.3	61.0	40.7	52.3	54.8	65.7	29.8
Smoked cigarettes	19.6	23.7	15.3	21.0	16.1	14.3	13.9	23.4
Drunk wine, beer or liquor	49.2	57.0	54.2	48.8	43.2	45.2	36.1	38.3
Worried about paying for school	70.3	66.7	78.0	70.7	70.5	76.2	69.4	63.8
Students reporting much stronger abilities and skills								
General knowledge	44.2	42.1	52.5	43.9	47.7	38.1	44.4	36.2
Analytical & problem-solving	20.0	20.4	25.4	13.4	27.6	26.2	26.4	17.0
Knowledge of particular field	55.1	51.3	61.0	58.5	58.0	51.2	47.2	46.8
Speaking & writing ability	20.3	17.5	20.3	22.0	20.5	21.4	20.8	10.6
Job-related skills	24.3	18.6	20.7	30.9	20.5	17.1	26.8	31.9
Religious beliefs	9.6	8.0	10.3	8.6	6.8	22.5	13.9	8.5
Preparation for graduate school	18.1	14.9	30.5	14.6	28.4	19.0	16.7	14.9
Leadership abilities	19.5	17.5	11.9	23.2	21.6	14.3	16.7	12.8
Ability to work independently	37.6	28.9	25.4	40.2	46.6	47.6	42.3	27.7
Interpersonal skills	26.0	23.0	37.9	23.8	31.8	21.4	29.6	17.4
Cultural Awareness	27.9	26.3	45.8	23.2	31.8	26.2	33.3	17.0
Committment to specific career	38.2	32.7	44.1	43.9	35.2	28.6	37.5	38.3
Tolerance of different beliefs	26.1	21.9	27.1	27.5	21.6	26.2	38.0	21.3
Confidence in academic abilities	26.6	21.1	28.8	32.9	20.5	33.3	20.8	34.0
Motivation to earn degree	40.7	34.2	44.1	47.6	34.1	45.2	36.1	42.6
Plans for fall 1982								
Attending college full-time	83.1	86.8	81.4	79.3	84.1	95.2	80.6	42.6
Attending college part-time	5.7	2.6	3.4	9.8	6.8	2.4	1.4	23.4
Attending grad/prof school	2.1	1.8	3.4	2.4	3.4	0.0	0.0	2.1
Attending voc training school	2.1	2.6	3.4	2.4	1.1	2.4	0.0	0.0
Working full-time	13.2	11.4	13.6	18.3	5.7	0.0	16.7	34.0
Working part-time	47.4	43.9	45.8	47.6	52.3	59.5	44.4	34.0
Serving in armed forces	0.6	0.0	0.0	1.2	1.1	0.0	0.0	0.0
Traveling	7.9	8.8	6.8	7.3	9.1	7.1	6.9	4.3
Doing volunteer work	15.9	15.8	11.9	12.2	19.3	26.2	22.2	6.4
Staying at home	7.5	7.9	3.4	9.8	3.4	14.3	2.8	14.9
Other (unspecified)	5.2	2.6	1.7	7.3	4.5	4.8	8.3	4.3

WEIGHTED NATIONAL NORMS FOR FRESHMAN WOMEN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Undergraduate major field								
Arts & Humanities	16.0	16.7	17.9	16.3	20.7	11.9	8.5	0.0
Biological Science	3.4	4.4	8.9	1.3	3.4	0.0	7.0	0.0
Business	19.1	21.1	14.3	18.8	14.9	21.4	22.5	40.0
Education	13.6	7.9	3.6	22.5	5.7	4.8	18.3	11.1
Engineering	3.7	3.5	7.1	3.8	3.4	4.8	1.4	4.4
Physical Science	3.6	3.5	7.1	1.3	6.9	4.8	5.6	2.2
Professional	17.7	21.1	17.9	16.3	16.1	28.6	9.9	13.3
Social Science	15.5	15.8	10.7	13.8	20.7	19.0	15.5	8.9
Technical	0.9	1.8	1.8	0.0	2.3	0.0	0.0	4.4
Other	5.5	4.4	8.9	5.0	5.7	4.8	8.5	11.1
Undecided	0.9	0.0	1.8	1.3	0.0	0.0	2.8	4.4
Reasons noted as very important for choosing current major								
Availability of jobs	36.4	34.5	29.3	38.8	38.6	47.6	28.6	64.4
Seemed interesting	88.6	92.0	87.9	82.7	96.6	92.9	88.7	88.9
Reputation of department	25.8	25.0	32.8	21.5	37.5	21.4	25.4	18.2
Family or friends	4.1	2.7	5.2	3.8	9.2	4.8	1.4	4.5
College friends or advisor	4.1	1.8	5.2	6.3	3.4	4.8	2.8	0.0
Financial prospects	27.9	25.7	32.8	32.5	23.9	23.8	21.1	52.3
Prep for further education	31.9	26.5	34.5	34.2	40.2	33.3	24.3	20.0
Earned good grades	31.3	31.0	31.0	34.6	28.4	26.2	27.1	28.9

(1) Any percentages not reported are based on a sample too small for reliable analysis.
(2) Percentages based on those students reporting they took time off, withdrew or transferred.
(3) Students responding "can't rate" not included in these percentages.

WEIGHTED NATIONAL NORMS FOR ALL FRESHMAN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Highest degree held								
None	91.3	92.1	90.5	90.3	94.7	89.4	88.7	45.8
Vocational certificate	3.1	3.4	3.8	3.5	1.2	4.9	2.3	4.0
Associate	3.1	3.5	2.9	2.0	2.9	4.1	6.3	50.2
Bachelors	2.1	1.0	2.8	3.3	1.2	0.0	2.7	0.0
Masters	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Doctorate	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medical (MD,DO,DDS,DVM)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Law (JD,LLB)	0.4	0.0	0.0	0.8	0.0	1.6	0.0	0.0
Degree working toward								
None	4.6	6.1	3.3	4.0	3.6	1.4	6.5	14.7
Vocational certificate	0.7	0.5	0.8	0.7	1.0	1.4	0.8	0.0
Associate	6.9	5.6	4.1	9.8	3.6	7.2	7.0	26.0
Bachelors	86.3	86.5	87.8	84.8	90.7	87.0	83.3	59.3
Masters	1.1	0.9	1.6	0.7	1.1	2.9	1.6	0.0
Doctorate	0.1	0.5	0.0	0.0	0.0	0.0	0.0	0.0
Medical (MD,DO,DDS,DVM)	0.2	0.0	2.4	0.0	0.0	0.0	0.0	0.0
Law (JD,LLB)	0.1	0.0	0.0	0.0	0.0	0.0	0.8	0.0
Highest degree planned								
None	0.8	0.5	0.0	0.7	1.6	1.5	0.9	3.7
Vocational certificate	0.3	0.0	0.0	0.7	0.0	0.0	0.9	0.0
Associate	2.2	2.1	0.8	1.9	1.6	7.5	2.6	15.5
Bachelors	28.2	35.2	21.5	26.3	21.2	29.1	30.9	41.3
Masters	43.6	39.3	44.5	51.4	38.2	37.3	36.8	33.1
Doctorate	11.5	10.1	11.5	9.8	18.1	11.9	12.2	1.3
Medical (MD,DO,DDS,DVM)	5.9	4.6	15.9	2.6	9.2	4.5	9.1	0.0
Law (JD,LLB)	7.6	8.2	5.8	6.5	10.3	8.2	6.6	5.1
Average undergraduate grade								
A	7.7	7.6	9.3	6.0	8.1	12.8	9.6	6.6
B+ or A-	24.3	23.7	25.5	21.4	32.0	19.9	27.7	22.3
B	34.6	33.8	32.6	35.7	33.7	36.2	35.0	33.4
C+ or B-	23.5	28.4	23.4	23.7	19.3	22.0	14.7	14.1
C	8.9	5.7	9.3	12.5	4.5	7.1	11.7	23.6
C- or less	1.0	0.9	0.0	0.7	2.4	2.1	1.2	0.0
Enroll at this school again?								
Definitely yes	32.5	34.2	41.8	26.4	38.2	33.8	33.6	25.8
Probably yes	29.7	36.4	28.7	25.4	29.9	25.2	29.0	39.5
Don't know	7.6	7.6	7.8	7.6	6.3	7.2	9.0	10.3
Probably not	18.7	14.1	13.2	26.0	11.2	22.3	18.1	14.6
Definitely not	11.6	7.6	8.5	14.6	14.3	11.5	10.3	9.7

WEIGHTED NATIONAL NORMS FOR ALL FRESHMAN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Taken time off,withdrew,transfer								
No	69.8	71.4	76.6	65.0	71.9	72.5	73.5	65.6
Transferred	18.7	18.9	12.5	20.7	16.4	19.6	19.0	17.4
Withdrew	4.3	1.3	1.6	7.1	5.8	0.0	5.2	8.8
Leave of absence	7.1	8.4	9.4	7.2	5.9	8.0	2.3	8.1
Reasons noted as very important for leaving freshman college (2)								
Reconsider goals and plans	43.8	38.9	35.1	47.7	57.7	26.3	32.8	41.5
Changed career plans	33.0	30.4	25.3	34.0	50.0	24.4	19.8	24.2
Wanted practical experience	19.9	18.5	19.2	23.0	18.5	18.4	12.4	21.7
Didn't "fit in"	21.9	15.4	12.7	23.9	26.6	7.9	41.3	7.6
Was bored	13.9	10.0	9.8	18.8	12.0	13.2	6.4	12.1
Better academic reputation	26.6	19.7	13.8	39.0	15.8	7.9	20.9	7.6
Wanted better social life	17.4	13.2	6.6	19.4	19.5	26.3	20.9	9.6
Wanted to be closer to home	8.0	8.1	12.9	3.7	19.5	15.8	3.0	10.8
Wanted to be further from home	2.3	1.6	0.0	0.0	8.6	8.3	4.8	7.6
Good job offer	6.8	12.2	9.8	3.7	5.4	0.0	9.3	3.2
Wasn't doing well academically	23.7	26.3	25.8	23.9	28.5	13.2	11.7	18.5
Family responsibilities	10.6	6.7	32.0	12.5	7.9	0.0	6.0	12.1
Tired of being a student	8.3	8.8	0.0	8.2	17.9	0.0	3.2	21.0
For wider selection of courses	23.0	18.2	13.1	20.7	35.1	18.4	43.2	17.2
College experiences noted very satisfactory or satisfactory (3)								
Science & mathematics courses	67.7	64.9	71.5	68.2	70.0	65.1	69.0	62.4
Humanities courses	65.6	68.7	77.4	56.8	75.0	61.5	67.6	49.5
Social science courses	61.7	62.6	64.2	57.0	63.5	71.6	66.9	57.0
Courses in major	81.0	81.9	83.8	78.2	81.7	85.3	83.5	84.0
Overall quality of instruction	74.4	75.9	86.7	66.2	74.0	88.7	83.5	77.3
Laboratory facilities	66.2	60.7	76.4	67.6	70.1	48.7	72.8	69.2
Library facilities	78.9	89.5	84.2	73.9	72.6	70.2	74.9	69.2
Talk with profs about class work	77.8	66.5	86.6	78.6	84.6	89.4	84.6	77.7
Extracurricular activities	71.3	67.9	77.0	68.5	76.5	68.3	80.8	58.8
Campus social life	59.3	72.6	65.7	50.4	53.5	51.8	58.5	57.1
Rules & regulations	55.0	57.6	65.1	50.8	59.2	54.0	49.2	46.5
Tutorial help	62.0	51.2	63.0	62.4	68.4	72.3	74.3	58.6
Academic advising	49.8	38.5	47.1	52.3	55.1	56.4	64.5	58.7
Career counseling	45.1	38.2	49.0	46.1	46.5	49.6	54.8	49.7
Student housing	56.4	57.6	59.3	46.3	63.9	66.4	67.8	36.6
Financial aid services	49.2	44.2	47.6	47.7	53.9	55.4	57.4	49.7
Opp to get to know professors	61.8	46.0	64.0	58.9	79.4	81.6	81.1	65.4
Opp to attend films,concerts,etc	75.6	86.2	83.4	67.0	73.0	69.8	77.2	53.9
Job placement services	51.8	46.6	62.9	49.9	60.5	39.3	56.4	44.6
Campus health services	59.9	66.0	62.6	58.3	58.2	46.7	54.6	46.7

WEIGHTED NATIONAL NORMS FOR ALL FRESHMAN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Activities since entering school								
Enrolled in honors	28.4	25.6	44.2	23.8	37.1	21.3	32.6	22.7
Member of fraternity or sorority	20.7	18.4	32.6	19.0	24.9	11.3	22.6	7.0
Attended school part-time	14.1	15.6	10.0	16.0	11.5	6.4	13.4	31.7
Assisted on prof's research	10.2	11.8	14.0	9.2	10.6	7.1	7.5	7.2
Worked on an ind. research proj	22.8	16.3	22.8	25.6	25.1	26.2	27.0	41.8
Gotten married	2.1	3.2	2.3	2.4	0.0	0.0	1.2	7.2
Held a part-time job	40.7	36.4	54.9	28.0	54.1	48.2	66.4	29.4
Held a full-time job	13.3	10.9	10.1	20.7	8.7	2.8	7.1	21.4
Attended church regularly	38.8	28.7	31.0	42.5	32.7	71.6	53.4	40.7
Been a guest at prof's home	35.7	23.6	35.7	31.9	56.6	29.1	59.7	21.6
Participated in intercoll sports	22.9	18.9	25.0	18.6	30.2	31.9	34.5	21.6
Been lonely	47.2	47.9	56.5	38.4	50.7	53.9	62.9	28.3
Smoked cigarettes	15.4	17.5	10.2	16.7	13.5	14.9	11.4	21.8
Drunk wine, beer or liquor	52.9	59.3	59.8	49.4	51.4	49.3	45.4	50.1
Worried about paying for school	64.5	60.9	72.8	63.3	61.9	75.2	71.0	63.6
Students reporting much stronger abilities and skills								
General Knowledge	41.8	39.8	49.6	43.4	41.7	29.1	41.5	35.8
Analytical & problem-solving	23.2	24.9	26.4	21.6	25.1	19.9	20.6	19.7
Knowledge of particular field	56.0	52.2	54.9	60.1	55.4	51.8	55.1	55.3
Speaking & writing ability	19.6	15.0	16.3	21.7	24.4	21.3	20.0	14.8
Job-related skills	22.4	20.9	18.9	25.3	22.0	16.5	22.0	36.3
Religious beliefs	9.3	7.1	10.3	9.1	8.1	17.5	13.7	4.4
Preparation for graduate school	21.6	17.5	28.7	21.4	28.6	24.1	17.7	17.0
Leadership abilities	19.5	13.4	14.8	26.8	22.1	12.8	14.0	9.7
Ability to work independently	33.7	25.9	30.3	38.1	35.5	36.9	39.0	25.2
Interpersonal skills	22.5	17.7	26.4	25.2	24.3	17.0	24.1	13.6
Cultural Awareness	26.1	20.9	33.1	24.6	36.7	17.7	30.9	15.0
Committment to specific career	31.1	27.3	33.9	34.5	29.8	29.8	29.5	40.0
Tolerance of different beliefs	22.5	17.3	19.4	24.9	21.2	22.0	34.7	17.3
Confidence in academic abilities	24.8	22.5	23.2	29.8	21.6	26.2	17.5	25.4
Motivation to earn degree	36.5	31.7	33.9	46.5	26.4	35.5	29.6	37.6
Plans for fall 1982								
Attending college full-time	84.2	90.3	87.7	77.8	83.7	90.8	84.4	48.4
Attending college part-time	4.8	2.9	3.1	7.4	5.2	3.5	2.0	16.8
Attending grad/prof school	1.9	1.9	2.3	2.4	2.6	0.0	0.0	2.7
Attending voc training school	1.4	1.8	1.5	1.3	0.6	1.4	1.2	0.0
Working full-time	13.0	8.3	10.0	20.9	7.5	2.1	12.8	33.2
Working part-time	43.0	44.9	44.2	36.4	49.2	54.6	46.3	33.2
Serving in armed forces	3.6	0.5	0.8	8.4	2.4	0.0	0.0	1.5
Traveling	6.1	7.0	6.2	3.9	7.3	8.5	8.7	6.9
Doing volunteer work	10.1	10.5	10.0	6.5	11.4	17.7	17.1	3.3
Staying at home	6.1	7.6	3.1	7.4	2.6	10.6	1.5	9.3
Other (unspecified)	6.5	2.4	3.9	10.6	6.9	5.0	5.8	6.9

WEIGHTED NATIONAL NORMS FOR ALL FRESHMAN
1982 FOLLOW-UP OF FALL 1980

	All 4-Year Colleges	Universities		4-Year Colleges				Public 2-Year Colleges
		Public	Private	Public	Private Nonsect	Catholic	Prot-estant	
Undergraduate major field								
Arts & Humanities	12.4	13.0	11.9	9.7	17.9	11.3	14.4	9.6
Biological Science	6.1	4.8	12.1	5.2	6.5	2.1	10.0	0.0
Business	20.9	22.0	17.7	20.0	14.1	27.7	29.5	27.1
Education	8.6	7.6	3.2	13.0	2.8	2.8	11.2	7.4
Engineering	10.8	11.2	16.1	12.1	10.3	9.2	2.0	15.2
Physical Science	5.7	3.8	8.8	4.0	12.0	5.0	6.8	2.8
Professional	11.2	12.6	8.7	11.9	7.9	19.2	6.6	10.1
Social Science	13.6	12.6	12.8	12.9	18.8	17.7	10.9	6.2
Technical	1.9	3.5	0.8	1.1	2.1	0.0	1.2	8.7
Other	7.8	7.4	6.4	9.4	7.6	5.0	5.9	9.0
Undecided	1.0	1.6	1.6	0.7	0.0	0.0	1.5	3.9
Reasons noted as very important for choosing current major								
Availability of jobs	34.8	33.7	35.0	37.3	29.3	43.3	32.0	52.7
Seemed interesting	84.4	86.9	83.4	78.5	93.6	89.4	83.9	86.2
Reputation of department	25.2	21.6	32.5	22.6	36.3	28.3	21.5	22.3
Family or friends	4.3	3.5	3.1	4.3	7.3	2.9	4.5	7.2
College friends or advisor	3.2	1.4	3.9	4.4	3.6	2.9	2.8	0.0
Financial prospects	32.6	29.9	33.9	39.7	26.1	29.1	24.1	50.3
Prep for further education	31.2	25.9	37.1	33.8	36.7	35.5	22.1	17.1
Earned good grades	31.8	28.3	29.1	38.6	27.1	32.6	24.9	27.8

(1) Any percentages not reported are based on a sample too small for reliable analysis.
(2) Percentages based on those students reporting they took time off, withdrew or transferred.
(3) Students responding "can't rate" not included in these percentages.

APPENDIX A

1982 FOLLOW-UP SURVEY INSTRUMENT

FOLLOW-UP OF THE ENTERING COLLEGE CLASSES OF 1978 AND 1980

NAME AND CURRENT ADDRESS (OPTIONAL)

HOME STREET ADDRESS

FIRST NAME | MIDDLE OR MAIDEN | LAST NAME | CITY | STATE | ZIP CODE

1. Please indicate (A) the highest degree you have earned since graduating from high school, (B) the degree you will be working toward in the fall, and (C) the highest degree you plan to complete. (Mark one in each column)

	(A) Highest Degree Held	(B) Degree Working Toward	(C) Highest Degree Planned
None	○	○	○
Vocational certificate	○	○	○
Associate	○	○	○
Bachelor's	○	○	○
Master's	○	○	○
Doctorate	○	○	○
Medical (MD, DO, DDS, or DVM)	○	○	○
Law (JD or LLB)	○	○	○

2. Mark the one circle that best describes your average undergraduate grade.

- ○ A (3.75–4.0)
- ○ A–, B+ (3.25–3.74)
- ○ B (2.75 –3.24)
- ○ B–, C+ (2.25–2.74)
- ○ C (1.75–2.24)
- ○ C– or less (below 1.75)

3. Using the list of college majors on the back of the letter you received with this survey, please fill in the circles below to show your most recent (or probable) undergraduate major.

EXAMPLE: Economics

Write the number in the boxes. →

Then, fill in the matching circle below the box. →

YOUR MAJOR:

4. How important were each of the following reasons in your choice of this major? (Mark one for each reason)

	Very Important	Somewhat Important	Not Important
Availability of jobs in this field	○	○	○
Seemed interesting to me	○	○	○
Reputation of the department or its faculty	○	○	○
Family or relatives recommended this major	○	○	○
College friends or advisor recommended this major	○	○	○
Financial prospects: jobs in this field pay well	○	○	○
Preparation for further education	○	○	○
Earned good grades in courses in this field	○	○	○

5. Since entering college in 1978 or 1980, have you taken a leave of absence, withdrawn from school, or transferred to another college? (If more than one applies, mark only the most recent)

- ○ Took a leave of absence
- ○ Withdrew from school
- ○ Transferred before completing my program
- ○ No → **(Please go to question 7)**

6. How important were each of the reasons listed below in your decision to take a leave of absence, withdraw from school, or transfer? (Mark one answer for each reason)

	Very Important	Somewhat Important	Not Important
Wanted to reconsider my goals and interests	○	○	○
Changed my career plans	○	○	○
Wanted practical experience	○	○	○
Didn't feel like I "fit in" at my first college	○	○	○
Was bored with my coursework	○	○	○
Wanted to go to a school with a better academic reputation	○	○	○
Wanted a better social life	○	○	○
Wanted to be closer to home	○	○	○
Wanted to be further from home	○	○	○
Had a good job offer	○	○	○
Wasn't doing as well academically as I had expected	○	○	○
Family responsibilities	○	○	○
Tired of being a student	○	○	○
Wanted to go to a school that offered a wider selection of courses or more major field choices	○	○	○

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7. Compared with when you entered college in 1978 or 1980, how would you now describe your:

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	○		○		○
Analytical and problem-solving skills	○		○		○
Knowledge of a particular field or discipline	○		○		○
Ability to speak and write clearly	○		○		○
Job-related skills	○		○		○
Religious beliefs and convictions	○		○		○
Preparation for graduate or professional school	○		○		○
Leadership abilities	○		○		○
Ability to work independently	○		○		○
Interpersonal skills	○		○		○
Cultural awareness and appreciation	○		○		○
Commitment to a specific career	○		○		○
Tolerance of persons with different beliefs	○		○		○
Confidence in your academic abilities	○		○		○
Motivation to earn a college degree	○		○		○

8. If you could make your college choice over again, would you still choose to enroll at the college you entered in 1978 or 1980?

- ○ Definitely yes
- ○ Probably I would
- ○ Probably not
- ○ Definitely not
- ○ Don't know

9. Please rate your satisfaction with the college you entered in 1978 or 1980 on each of the aspects of campus life listed below.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Can't rate: no experience
Science and mathematics courses	○		○		○
Humanities courses	○		○		○
Social science courses	○		○		○
Courses in your major field	○		○		○
Overall quality of instruction	○		○		○
Laboratory facilities and equipment	○		○		○
Library facilities	○		○		○
Opportunities to discuss coursework and assignments outside of class with professors	○		○		○
Opportunities to participate in extracurricular activities	○		○		○
Campus social life	○		○		○
Rules and regulations governing student conduct	○		○		○
Tutorial help or other academic assistance	○		○		○
Academic advising	○		○		○
Career counseling and advising	○		○		○
Student housing	○		○		○
Financial aid services	○		○		○
Opportunities to get to know professors and administrators	○		○		○
Opportunities to attend films, concerts, etc.	○		○		○
Job placement services for students	○		○		○
Campus health services	○		○		○

10. Since entering college, have you:

	Yes	No
Enrolled in honors or advanced courses	Ⓨ	Ⓝ
Been a member of a fraternity or sorority	Ⓨ	Ⓝ
Attended school part time (for one or more terms)	Ⓨ	Ⓝ
Assisted on a professor's research project	Ⓨ	Ⓝ
Worked on an independent research project	Ⓨ	Ⓝ
Gotten married	Ⓨ	Ⓝ
Held a part-time job on campus	Ⓨ	Ⓝ
Held a full-time job while attending school	Ⓨ	Ⓝ
Attended church or Sunday School regularly	Ⓨ	Ⓝ
Been a guest in a professor's (or administrator's) home	Ⓨ	Ⓝ
Participated in intercollegiate sports	Ⓨ	Ⓝ
Been lonely or homesick	Ⓨ	Ⓝ
Smoked cigarettes regularly	Ⓨ	Ⓝ
Drunk wine, beer, or liquor at least once a week	Ⓨ	Ⓝ
Worried about paying for college expenses (tuition, fees, room and board, etc.)	Ⓨ	Ⓝ

11. What do you plan to be doing in fall 1982? (Mark all that apply)

- ○ Attending undergraduate college full time
- ○ Attending undergraduate college part time
- ○ Attending graduate or professional school
- ○ Attending a vocational training program
- ○ Working full time
- ○ Working part time
- ○ Serving in the Armed Forces
- ○ Traveling, hosteling, or backpacking
- ○ Doing volunteer work
- ○ Staying at home to be with (or start) my family
- ○ Other (please specify →)

COLLEGE QUESTIONS: If you received an additional page of questions from the college you entered in 1978 or 1980, please mark your answers below. Find the number of the college question and fill in the circle of your answer.

12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	22	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	23	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
14	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	24	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	25	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
16	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	26	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
17	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	27	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
18	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	28	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
19	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	29	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
20	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	30	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
21	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	31	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

THANK YOU! Please return your completed questionnaire in the postage-paid envelope addressed to: Higher Education Research Institute, P.O. Box 35559, Minneapolis, MN 55435.